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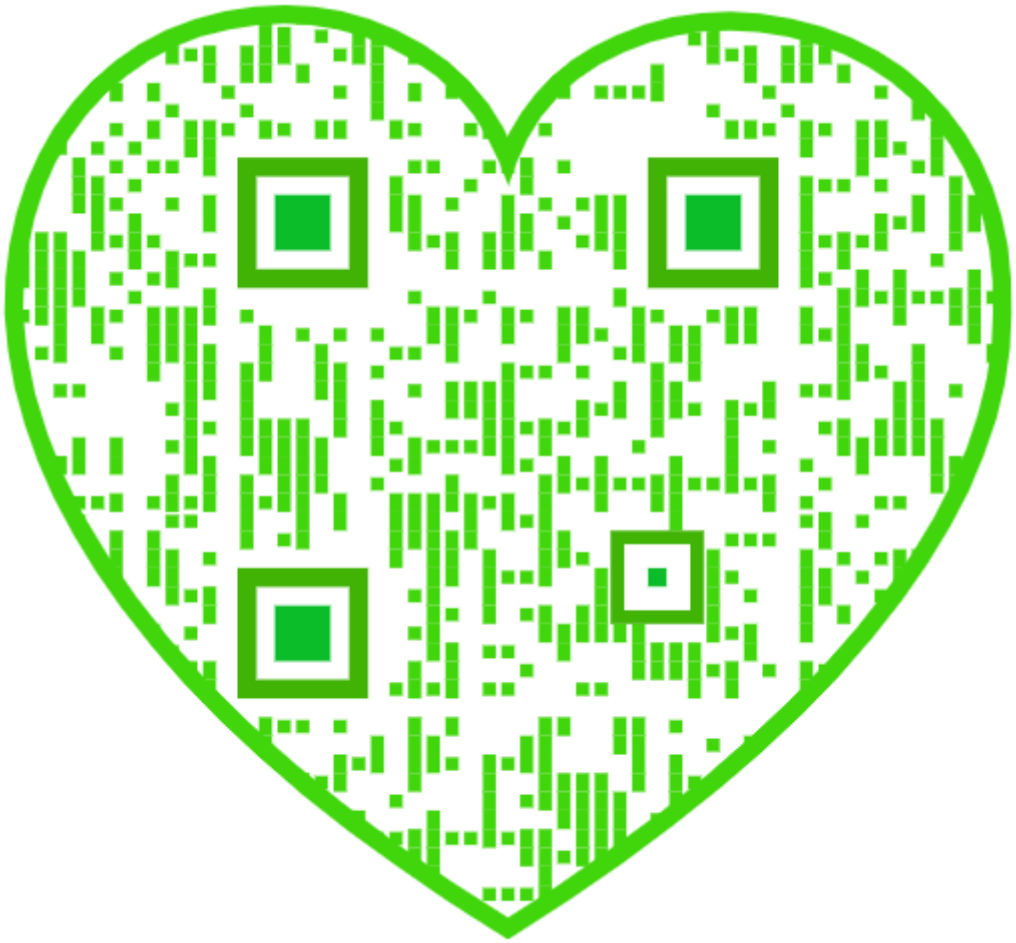

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Recreation

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Playground Issue

APRIL, 1950

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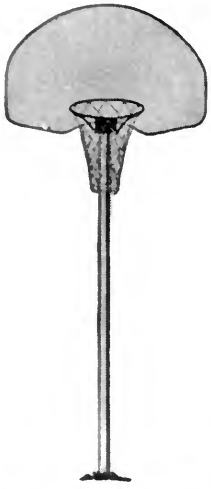

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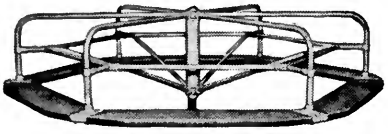

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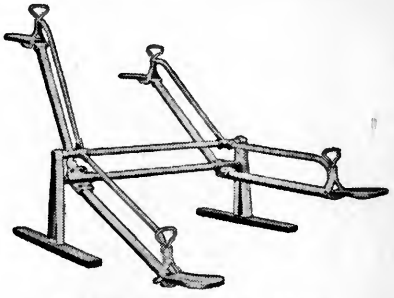

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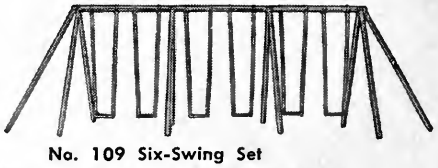

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Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

APRIL 1950

Editor, JOSEPH PRENDERGAST
Managing Editor, DOROTHY DONALDSON
Business Manager, ROSE JAY SCHWARTZ

Vol XLIV Price 35 Cents No. 1

On the Cover

When the big top visits town, ideas for playground circuses are born; small fry eagerly absorb pointers from the big timers for their own clown acts. (See page 18 of this issue.) Photo by Hirz.

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NEXT MONTH

The May 1950 issue of RECREATION has been enlarged to include sixty-four pages of summer suggestions and seasonal information — articles on camping, recreation services for the elderly, and greatly needed material on working with today's volunteer.

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Looking Forward

ON ASSUMING OFFICE as Executive Director of the National Recreation Association, I have found an experienced and outstanding Board of Directors, a list of loyal, generous and long-time contributors and supporters, an able, devoted and hardworking staff both at the headquarters office and in the field, a magnificent record of achievement during the past forty-four years, and a challenging future.

On my desk, when I reported for work, were gracious letters of congratulations and best wishes from innumerable recreation executives and leaders and from other organizations and individuals who had worked with the Association through the years. On my trips throughout the country, I am seeing the practical results of the far-seeing vision of Joseph Lee and Howard Braucher; I am meeting the recreation executives who are carrying forward the ideals of the recreation movement, and I am getting to know many of the enthusiastic, inspired, well-trained recreation leaders with their gift for friendly cooperation—and tireless square dancing.

It all has been quite overwhelming.

Now that I am beginning to get my feet on the ground and look around me, I am finding that although much has been accomplished, a great deal more remains to be done. It seems to me that our goals can only be achieved if we who are interested in the recreation movement will close our ranks, not as a regimented army, but as a mutually supporting and cooperating team of professionals, volunteers and interested citizens inspired by a faith greater than the personal interests of any one or more of us.

It seems to me that the recreation movement is reaching its maturity; that all of us should now be able to stand on our own feet, accept differences of opinion in good spirit, work out methods of cooperating for the common good, and devote our hearts, minds and energy to the job before us.

The National Recreation Association for its part stands ready to continue to help in any way it can in our common effort. We are reviewing the place which the Association should have in the over-all recreation movement. We are testing the necessity and efficiency of our many services. We are seeking new ways to be of service. We are now subjecting our publications, and among them RECREATION, to a careful study.

We believe that RECREATION magazine should play an important part in bringing us all together to share experiences, to impart inspiration, to keep us ahead of new developments in the field of recreation. We want the magazine to mean more to you than perhaps it has in the past, to be the kind of magazine that you want to receive, one that will bring you needed inspiration, suggestions to help you do your recreation job.

From the many letters of appreciation and commendation received by the Association, regarding recent changes in the content and format of RECREATION, we feel that we may already be on the right track, and that growth and expansion along its present lines may be the answer—rather than a complete change of policy. We are, in any event, looking for constructive suggestions or criticisms to act as guides in planning for the future. A questionnaire will be coming to you presently. We hope that you will give the questions serious thought before returning it to us.

In the past it has been the general policy of RECREATION to publish only editorials by Howard Braucher. Those of you who had the opportunity through the years to read those inspiring editorials will miss them, we know—but there is only one Howard Braucher, and such a consistently high editorial standard is hard to match.

Today we are planning to bring you, in addition to messages from the editor, the thinking of leaders in the recreation movement and of other outstanding people throughout the country. The editorial pages also will be opened to letters-to-the-editor from those who wish to write us. We hope you will make it your page.

I am looking forward to meeting you all personally; and thank you for your wonderful welcome.

When a "feller" really needs a playground. No place to play, and the hours turn into dull boredom. Idleness is bad for children, often leading to various anti-social acts.

CHILDREN NEED PLACES TO *PLAY*

PRESENT day boys and girls are more dependent than ever before on public playgrounds, day camps, backyard playgrounds, sandlots and totlots. Increasingly unavailable to them are the open fields, woods and streams in which their grandparents roamed at will. Streets are crowded and full of traffic; even empty lots cannot be found in many neighborhoods. Adequate recreation areas and good leadership have become imperative necessities in cities and desirable everywhere. That the country, at large, is becoming aware of this great need, is evidenced in the heartening report of 13,520 playgrounds in 1949. (See the June 1949 RECREATION Year Book.)

Here they come! Eager and ready for adventure, they race to the playground when school is over. Here, under careful leadership, they will spend their time in safe and constructive play that will help make them grow into normal, happy adults.

What About Our PLAYGROUNDS?

Virginia Musselman

New York Times, February 9, 1950—

"Berlin, February 8 *(AP)—Under another law enacted today, a boy or girl in the Soviet zone must be a.member of the Free German Youth or will not be able to take part in sports, picnics, hikes, travels, certain school work and even in the choice of a profession."*

HERE, in these blessed United States, we feel comfortably, complacently sure that the above

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perous, well-fed nation is offering its young people in the way of recreation?

Are we skimping?

What about our playgrounds? Are there enough of them so that every youngster can use them? Are they big enough for a really good program? Do they provide space suitable for all age groups?

And our leaders. Do we employ inexperienced leaders because we don't want to pay enough to attract really fine ones? What effect do these leaders have upon our youngsters? Do we provide enough leaders, or do we expect one or two people to be able to work successfully with numbers that no parent or teacher would attempt to handle? What individual attention can we expect from such a leader? How much personal influence can he have on any one child?

We like to believe that our playgrounds are democracy in action. Are they? Or do they cater mostly to the active, sports-loving youngster who can spend hours and days playing softball? Are there any activities for the very small children, or do the older ones monopolize the equipment and

at is happening to the shy little girls

oys are battling away at volleyball?

ne crippled youngsters, or the ones

rheumatic fever, or polio, or who,

, are not athletically skilled? What

ess teen-agers? Are the boys being

tball while the girls look on? What

the game is over? A dance on Fri-

hat about the ones who don't dance?

nmunity there are still people who say, "We didn't have such things

young." They're right. They didn't have radio, then, or television! Electric lights and telephones are still very young! They didn't have airplanes, and the rest of the world was very far away. They hadn't had two world wars, and prospects of a third. They hadn't had an atom bomb, and a hydrogen bomb hadn't been dreamed of, even in the comics.

The world has changed. Have our ideas and our efforts to develop future citizens that we and the world can be proud of kept up with these changes? Have we thought about it enough, talked about it enough?

We know we *don't* want anything like the German Youth—so similar to the Hitler Youth of the 1930's. But have we really thought about what we *do* want? Which is the more important—our boys and girls, or our budgets?

Virginia Musselman, in charge of Correspondence and Consultation Bureau, NRA, is also responsible for the writing of the Summer Playground Notebook.

ON THE PLAYGROUNDS - - 1949

Scattered Notes from Here and There

A glance at these faces reveals that youngsters are thrilled by antics of puppets in Peoria, Illinois.

IN TAKING AN over-all look at playground activities, it is agreed that special events, held often enough to keep the children filled with eager anticipation and to interest parents in participating in their own adult program; the use of imagination in planning activities and equipment to range beyond the traditional and the uniform; wider opportunities for creative experience—all play their part in a successful playground season. Playgrounds nowadays are for all ages and sizes; good leadership and safety are of paramount importance. The following are samples of program events on the playgrounds of 1949.

Butler, Pennsylvania—Kiddie Carnival—For every child to be presented with twenty-five dollars to spend at a carnival is the ultimate in thrills. It is possible on any playground as was demonstrated on the Ritts Park Playground last summer. The carnival was set up and run by the children themselves, and preparations for the big day were begun about a week in advance. With a small rubber stamp set, the amateur counterfeiters printed all their own money on pieces of cardboard the size of a bill in denominations of one dollar, two dollars, five dollars and ten dollars. Then someone was given the job of distributing the money to the youngsters as they arrived for the carnival.

The carnival people worked on prizes for games at the big show, and many of these they made themselves, including faces pasted on cardboard with eyes that moved, stuffed crepe-paper birds, clothespin dolls, and other kinds of light handcraft articles. Discarded toys brought from home were given as additional awards. The playground was decorated with crepe-paper birds, paper chains and lanterns. Games were made up and put on by the children—among them bingo, table shuffleboard, knocking over tin cans with balls, pitching pennies, tossing jar rubbers on clothespin pegs, tossing beans on a calendar sheet, and pinning the tail on the donkey.

Everyone took turns running the concessions. Some sideshows consisted of pets displayed as rare animals—one example, a hamster; others introduced the fat lady, the strong man, the bearded lady, and similar freaks thought of by the boys and girls. Two plays, "Cinderella" and "Snow White and the Seven Dwarfs," were added attractions. A popcorn stand and gay victrola music created the appropriate atmosphere. After the afternoon was over, all the children could ask was, "When is the *next* carnival going to be?"—*Joan McCafferty.*

Washington, Kentucky — Dress-Up Day — The lipsticked ladies could sniff elegantly at the tramps and hoboes when all of them appeared at

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the playground in dress-up clothes. Mother's old clothes never looked better and father's aged, forsaken jackets and jeans saw valiant service. A little Dutch girl, a night watchman, a cowgirl, two old ladies with spectacles and hunched backs, Martha Washington, circus clowns and disreputable hoboes were allowed to join the parade and compete for dress-up prizes. On another day, six continents were represented when the local dolls went on parade. Two special events were planned each week.

Syracuse, New York—Playground Elections—On July 15, an estimated 5,000 Syracuse playgrounders went to the "polls" to select their leaders for a day. In a program of citizen education through recreation, they were learning how to become good members of democracy.

It was a very real election, with a full day spent in written registration, and three days of campaigning preceding the balloting. Parties were framed and named, but pollsters were foiled when the regulation of "no real party names" was adhered to on all thirty-one playgrounds. Political conventions were held and candidates selected. Platforms, slogans and speeches were also part of

Children prepare for annual sandbox contest, a big event on the playgrounds of Saskatoon, Saskatchewan.

the important election sequence.

Campaign committees made banners, planned and held parades, stumped with political buttons and ribbons. All were free to conduct their own campaigns according to their ideas, receiving suggestions from recreation leaders only as to required dates, hours, and rules. Names and slogans gave humorous touches to the campaign. The "Shmoo" party in one area used the slogan "Like the Shmoos, we produce." Another group claimed: "We'll do more than Duz ever did."

Following the balloting, elected leaders toured City Hall, were oriented on their jobs as public servants, and ended the day of celebration with a trip to the theater as guests of the city. While at the City Hall, the youngsters conferred with Irving Berman, Director of Municipal Research, on problems of playground government.

The successful candidates, having planned the program in advance with recreation leaders, assumed the task of operating their neighborhood playgrounds on the Tuesday following elections. Facing the problems of organizing and conducting a varied program of dancing, games, singing, storytelling and dramatics, they learned early in the day that there is more to an election than getting the votes. Most wore their badges proudly and carried on a successful day of activities for their playmates—but few kept campaign pledges of free ice cream and marble swimming pools.

Boston, Massachusetts — Flying Horses — A backyard playground, constructed and run by a private citizen—Rudolph St. Louis—for the last few years, consists of a plot forty-by-sixty feet filled with swings, a wading pool, slides, stationary airplanes and yelling boys and girls. The equipment—iron bedsteads becoming the frames for slides, odds and ends, an airplane, scraps of lumber, a wading pool—most of it made from junk other people have thrown away, has been constructed by the owner. Joseph Lee of Boston, writes: "We are using some of Mr. St. Louis' flying horses, swans and lions on one of our own municipal playgrounds. The flying horses are constructed on the principle of a swing, with a wooden framework painted and shaped like a horse to sit astride of, instead of an ordinary seat. They are like merry-go-round horses flattened out by a steam roller. Each horse has a seat nailed on its back and is suspended by its head and tail to an overhead pipe, so that you ride forward and back, rocking-horse style or tandem-wise, under the length of the overhead pipe, instead of swinging at right angles to the overhead pipe as on a regular swing. In other words, the motion of the horse is at right angles to what the motion of a swing would be if it were suspended from the same overhead pipe. Thus the thing combines the fun of swinging and the imagination-play of hobby-horsing. The horses swing close to the ground; the overhead pipes are about seven or eight feet up."

Baltimore, Maryland—Safe Fun—A Safety Club for children five to eleven years of age was organized at the Patterson Park Playground. Two hundred boys and girls enrolled and learned their safety pledge, and received a membership card.

The Playground Safety Pledge

1. Use equipment in proper way.
2. Park bikes at gate.
3. Keep sand in sand pits.
4. Pick up all glass, stones and trash.
5. Report all accidents to the leader.
6. Be careful at street-crossings when going to and from the playground.

Large metal containers were painted and lettered, "Patterson Park Safety Club . . . Keep Your Playground Clean," and the children were encouraged to put lunch papers, stones, and glass into the cans. Large white flour bags were printed with the same words. The safeties' duties were to gather paper, and so forth, from the playground daily, put it into the bags, and then empty the trash into the metal containers.

In addition, the Automobile Club of Maryland supplied white safety belts and safety badges. The group was organized with one general, two captains, three lieutenants and eight patrolmen, and the officers were stationed at the playground on Red Letter Days. They also were on duty at street corners when groups left the playground.

These safety devices added to the program of fun, consisting of the following daily activities:

Children: arts and crafts, efficiency tests, contests, clubs (hobby, nature, safety, travel), music, gardens, story hours, dramatics, swimming.

Teen-agers: pool, table games, social dancing, tournaments, holiday parties, deck tennis, volleyball, softball, horseshoes, track and field meets, swimming and tennis instruction.

Adults: music appreciation, swimming, weaving, sports including net games, and tennis.

Red Letter Days offered an opening day magic show, July fourth treasure hunt, playday races, turtle derby, doll show, the fair, twin show, concerts, athletic meets.—*Virginia Baker.*

Lebanon, Indiana—Family Nights—These, part of a program of activities for all ages, included band concerts, pitch-in suppers, athletics, games and outdoor shows. All-day celebrations for children and adults covered treasure hunts, a doll buggy and doll parade, baby contest, track and field events, and bicycle races.

Rochester, Minnesota—Button Contest—Announcements of the event carried the jingle:

"Bring your buttons big and small
Join the contest one and all
From a shirt or from a shoe
From near or far—all kinds will do."

Prizes were given for the oldest, prettiest, oddest, and so on.

Sylacauga, Alabama — Teen Nights — Every Tuesday night teen-agers gathered the clan together and made tracks for the playgrounds where some of the popular events were a honky-tonk party, hayride, skating party, swimming party, hiking party—which ended with dancing on the grass at the lighted picnic area in the park, and a comic-strip party. This last was especially successful, with all participants dressed as their favorite comic-strip characters. Pigtail parties also were held weekly for "tween-teens," ages eleven to thirteen. One of the outstanding special events of the season was a Grandmother's Night, when the children were asked to bring their grandmothers, or someone else's grandmother. One little girl had to send to Birmingham to get her grandparent; she arrived in time, too!

Hamilton, Ohio—Little Fish Program—The learn-to-swim instruction campaign known as the "Little Fish" program was one of the most successful activities of the whole recreation planning. Lessons were given to non-swimmers every Tuesday morning throughout the summer season. Playground leaders—three with Red Cross instructor's certificates—conducted these lessons. Pupils taking them moved from one class to another progressively, according to skills learned. The various classes had names—tadpoles, frogs, minnows, sunfish, sharks and whales. Upon passing the "shark" test, pupils were eligible for the Red Cross beginner's swim certificate. Upon completion of the "whale" class, they were eligible for the intermediate Red Cross certificate.

Dearborn, Michigan—Storytelling—Through the cooperation of the city libraries, specially trained librarians made regular visits to the playgrounds to give the youngsters the unusual treat of a professional storyteller. The children soon learned to anticipate the day when the "Story Lady" was to appear, and the librarian was always assured of a fascinated and alert audience. In addition, a daily storytelling period was carried on by the playground directors. The children on every playground also had access to a kit of books especially selected by the local libraries for use on the playgrounds. Favorite stories and picture books were included, and the kits were changed periodically. Dramatic skits and creative pantomime studies were a natural outgrowth of this storytelling program.

Paper presented at a recreation conference.

PROGRAM PLANNING

for Playgrounds and Community Centers

Wilma Clizbe

IN PLANNING a program of activities for the community center, a calendar for the season with all the special events and holiday activities listed should be set up before the season gets under way. This calendar will, of necessity, be reorganized from time to time as situations occur which require change of date or personnel. Most activities will fall into one of the following four organization classifications:

1. **Informal Activities**—usually require very little organization and may be formed through a desire to relax and find entertainment in congenial company. It is the responsibility of the recreation department to provide the participants with attractive, comfortable facilities and the necessary equipment.

There should be a congenial leader on hand with a thorough knowledge of the activities, but he or she should remain in the background with the main objective being to create an atmosphere of cordiality and to help in organization, or to give instruction if necessary and if called upon. This leader should also watch the activities to see that all departmental policies are being followed.

2. **Clubs**—differ from other groups in community center activities in that they are more highly organized with club officers, by-laws, attendance reports, and require some particular interest for membership.

The special interest club may be started by a director as a result of a request from several individuals with a common interest. Under this heading would fall the dramatic, various musical, chess, nature study, stamp and other hobby clubs.

Purely social clubs may be formed through a request from groups who are brought together by common factors of age, nationality, class or neighborhood. Here a great deal of the responsibility for continued interest may fall upon the leader who should always be in the background with plans and suggestions for activities and special functions when a group itself might seem to be running out of ideas.

3. **Class Organizations**—include those activities which lend themselves to a more formal type of organization. All of those activities which require instructions—such as tap dancing, social dancing, swimming, photography, cooking, dressmaking, knitting, wood shop, leathercraft, band, chorus, parliamentary law, public speaking and many other related activities—would fall under this heading.

4. **Sports Programs**—well-rounded, will take care of all athletes in the city plus those who may not be athletic but still enjoy active programs. They should cover individuals of all ages, of both sexes, and players with varying degrees of ability.

Miss Clizbe supervises women's and girls' activities in recreation department, Dearborn, Michigan.

Sports of high team organization, as well as games of individual skill, should be included in the planning. This program may be a part of regular community center activities or a separate phase of the entire recreation program.

In playground program planning, the question of skilled and interested leadership presents one of the first considerations. Even after your staff has been selected, the question of specific assignment to particular playgrounds is a paramount problem for the administrative staff. An exceedingly fine director assigned to the wrong neighborhood, or with another worker whose personality, temperament, working knowledge and attitude towards the assignment are not in harmony with his own, may not do a satisfactory job.

As in planning for a community center, the calendar of special events for the playground is important—and even more so as this program is usually thought of in terms of weeks rather than months. A flexible weekly outline for the summer is often helpful, especially to the new worker. A theme for each week may be planned allowing for substitutions when not practical, or in keeping with the interests of a particular grounds. Some of the possibilities include:

1. **Get-Acquainted Week:** Universally set aside for organizational purposes and activities to acquaint all the neighborhood with the playground and its general plans for the summer.

2. **Nature Week:** Hikes, pet shows, nature stories, nature studies and so on.

3. **On Wheels Week:** Bicycle parades, meets for roller skaters, scooters and wagons.

4. **Arts and Crafts Week:** Stressing crafts with exhibitions for parents and neighborhood.

5. **Music and Drama Week:** Playground bands, puppet shows, performances by drama clubs, creative dramatics by children—acting out stories, folk dancing, singing, possibly a pageant or festival.

6. **Circus and Carnival Week:** May be elaborated upon until the circus or carnival becomes the biggest affair of the summer. Parades, concessions, animal performances, games of skill, fortune tellers and so on, plus plenty of colorful pageantry, create an atmosphere of fun and great excitement. (I am thinking here of these affairs being held on each playground, rather than on a city-wide basis.)

7. **Hobby Week**

8. **Indian Lore Week or Playground Pow-Wow Week**

9. **Safety Week**

10. **All-American or Patriotic Week:** Usually the week of July fourth.

11. **Leaders' Choice:** Give the leaders an opportunity to show their own originality and ingenuity.

It is not the intention of the department to present a cut and dried schedule, but such a weekly calendar as this will provide a working stimulant to the staff, especially to the newcomers who are working on a playground for the first time. All activities may be planned around the theme for the week. Crafts, storytelling, singing games, playground dramatics and so forth should all be in keeping with the theme designated.

In addition to the summer calendar, a daily schedule should be drawn up. Here again there may be an overlapping, and it should be understood that this daily program is flexible rather than fixed and rigid. A conscientious leader will have a separate schedule for each age division throughout the day, keeping in mind the periods when the playground will have its greatest attendance.

There should be one special neighborhood event planned for each week. This is where parents' associations and adult participation will be of most value. The success of these events will have a very strong bearing on the success of the playground for the summer as they will help playground-goers determine whether or not they want to return to it for their summer recreation.

There are a great many phases of the summer program which have not even been touched upon in this very short presentation. The question of publicity—posters and bulletin boards, neighborhood fliers, parades, radio and newspapers—should be considered.

In planning junior olympics, what events other than those listed under athletic badge tests by the National Recreation Association might be used? Another question which comes to mind is how far should we work towards city championships and record-breaking events?

Are we getting too much competition in playground activities? (In Dearborn, we hold championship meets for individual events ranging from sandbox modeling to horseshoe pitching and including storytelling, jacks, checkers, tether ball and others.)

Another question brought to mind is the advisability of the special events, which the children love, but which often take them on field trips and away from their home grounds. Has anyone anything to offer on this problem?

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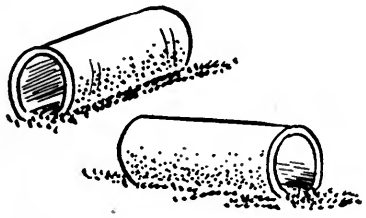
THEY DON'T HAVE TO SWING OR TEETER

HELEN HOSTVET

CHILDREN AT University Village don't have to swing or teeter to have fun. If they did, it would cost a great deal to furnish them with playground equipment. And we parents don't have the money to put into swings, teeter-totters and slides. But we do need a playground to keep our children from the busy streets.

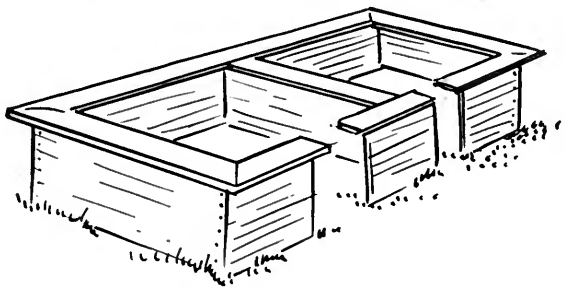
University Village is a housing project for veteran students attending the University of Minnesota. There is not room enough for our young ones to play between the closely-crowded barracks and quonset units, so we had to use some ingenuity, effort and time to find a place for the children to have their fun. The Village's playground committee has planned four playgrounds on unused lots throughout the 674 family units.



Each playground is to have two sections of cement culvert, two telephone poles made into gym horses, a sandpile, a two-room roofless "maze," and a set of wooden railroad tracks. The cement culverts, three feet in diameter, were purchased at a reduced cost and delivered to the playground areas. A shallow hole was dug for each culvert to keep it from rolling, and the culvert was laid on its side.

Fathers planed the two telephone poles and sawed each pole into three parts—two short ones and one longer one. The short poles were set into the ground, and the longer one fitted across them, to make a gym horse. They will be painted in bright colors.

The committee is experimenting with sandboxes dug into the ground, hoping that when sand is put into a hole in the ground, children won't be able to throw it as they do in a regular sandbox.



Plans also call for a two-and-one-half to three-foot maze. This will be tall enough to keep little ones off the top, yet low enough that older children will not be injured if they fall from it. The maze will be made of two rooms, minus a roof, with a board along the top to walk on.

The set of wooden railroad tracks will be made from old railroad ties. Because steel is hard to get, the tracks will be shaped from lumber. There is no end to ideas that can be used for a project such as ours. Tents, steps, pole fences and boxes are suitable.

The amount of equipment can be fitted into any size playground, for any number of children. You can put a few boxes, a sandbox, and a gym horse in your own backyard; and, for a community playground, just add more materials and more space.

Small country schools lacking in funds for expensive playground equipment could set up something like ours. Even children in an older age group enjoy sandboxes, gym horses, and culverts.

According to the committee, these constructions are safer than swings and teeter-totters because they are stationary. Another advantage is their accommodation of a larger number of children than ordinary equipment provides. Only one or two children can sit on a swing, and not more than four or six on a teeter-totter.

Psychologists say that an important part of a child's education is the development of his imagination. Our playground fills this prescription while some equipment offers little in this respect.

PLAYTIME takes to the AIR

Summary of a publicity-getter in Waterloo, Iowa

"HELLO, this is your Playtime Reporter, Peg Boemecke, broadcasting today from Belmont Playground. The fellows and girls are gathered about the tape recorder and are all ready to bring their own program to you, so I'll let them take over."

Approach a Waterloo, Iowa, playground during a certain hour some afternoon and there, under the largest shade tree, you would see the backs of a few dozen youngsters gathered in a huddle, football style. Around the fringes of the group, you'd notice toddlers, teensters, and perhaps even a few mothers. And, in the center of the circle, you'd find the attention-getter—a small hand microphone attached to a square box of gadgets called a tape recorder. The microphone would be passed to one youngster, then another, then perhaps to a group of three or four, and eventually would make its way to the playground supervisors. Finally, as you watched, the man running the recorder would switch it off, zip it into a canvas cover, and set it in the trunk of his car. As he and the playground radio worker would wave goodby and drive off, the youngsters of the group would head for various parts of the playground to resume their regular activities.

Switch your radio dial to 1320 a few days later and you'd hear the results of the tape recorder's visit. It would be played back over the air as one of the series of fifteen-minute "Playtime" broadcasts which were presented Monday through Friday at 2:30 p.m. over Station KWWL in Waterloo.

Yes, for ten weeks during the summer playground season, fifty-one broadcasts showed to Waterlooans what the youngsters of the city were doing during their leisure hours. These fifteen-minute programs caught the spirit of the playgrounds because the recorder went right to the boys and girls who were attending them, and enabled them to give their information and entertainment as they chose.

"Playtime" developed as a summer replacement program for "The School of the Air," a broadcast from the schools of Waterloo. "Playtime" featured these same youngsters at play. The program was sponsored by the Iowa Public Service Company and was a project of the Waterloo Recreation Commission headed by Charles A. Kremenak, Superintendent of Recreation.

To assist Al Laval, the KWWL recording man, the recreation commission hired Peg Boemecke, a graduate of Iowa State Teachers College, to coordinate between the station and the playgrounds, and to work directly with the supervisors and youngsters. In general, she lined up a week's program as follows:

During Monday morning staff meeting at the recreation center, she would announce broadcast dates for the following two weeks, then set times with the playground supervisors for the recording. By talking with the supervisors, she was able to get an idea at what time the greatest number of youngsters would be on the playgrounds. She also could discover what special activities planned for that week might conflict with programming.

There would usually be one music broadcast a week which was recorded Wednesday morning by Al. This shortened Peg's work to four days of actual programs from the playgrounds. The "Play-

time" music broadcasts featured the children of the east and west grade and junior high bands and orchestra, another project of the Waterloo Recreation Commission.

Monday afternoon and Tuesday usually found Peg visiting the playgrounds where recordings were to be made that week. She would arrive about one o'clock on the recording afternoon to get the youngsters ready by two or two-thirty, when Al would arrive with the machine. In many cases, the supervisors would bring a portable radio to the playground the day of the broadcast so that everyone would get a chance to hear himself. Rainy days had a habit of coming in twos or threes, which meant scheduled recordings had to be juggled, plans shortened, and programs sometimes presented extemporaneously. Good weather, though, meant that Peg could have two or three short visits with youngsters on a playground before their day of actual recording.

A more or less typical "Playtime" program was the first afternoon recording which came from Edison Playground. The radio worker went out to meet the Edison youngsters for the first time on Monday. She took with her a few song hit books and some very general ideas for future programs—but no particular ideas for Edison. In chatting with the boys and girls, she discovered a brother and sister who teamed up to play the guitar and mandolin, two clarinet players, two tiny Czechoslovakian youngsters, and four girls who formed a quartette after a few tries at the songs in the song book. With that amount of individual talent to start, the radio worker suggested various themes, and the group decided upon one. The songs they liked suggested various countries, so the theme became a trip around the world.

While talking about the countries that could be included in the program, one young fellow suggested a game he liked to play—the alphabet-country game. This required naming a country that starts with each letter of the alphabet. This game somehow became incorporated into the trip around the world and, in order to weave in the musical instruments, it was decided that whoever failed to name a country to fit the letter of the alphabet would entertain the rest of the group. It was planned so that the instrumentalists should miss on their turns and thus have an opportunity fo perform.

On Thursday of the following week, the Edison program was broadcast. After the regular "Playtime" theme and lead-in by the station announcer, the radio worker's voice was heard: "Hello, this is your Playtime Reporter, Peg Boemecke. Today we've brought our tape recorder to Edison Playground where the supervisors are Jean Wohlers and Paul Knipe. The boys and girls here told me that they are whizzes in geography—they study about countries for nine school months and then take the most exciting imaginary trips during the three summer months. It seems that they have a trip planned for today and all 'Playtime' listeners get to go along. So—here's our ticket taker, conductor, navigator and all-around man—Gilbert Schwab from Edison. Okay, take over."

Then Gilbert, a young fellow from the playground, took over and told that the gang was in Europe. The whole group, chugging together, produced a train engine effect, and an expert pop bottle blower made the train whistle sounds. The quartette proceeded through Switzerland, Holland, and Ireland with "Toolie Doolie Oolie," "In An Old Dutch Garden," and "My Wild Irish Rose." Next, someone suggested the alphabet-country game which brought in four short instrumental numbers. Then the whole group traveled way down to Africa in the deep, deep jungle by means of the "Bongo, Bongo, Bongo, I Don't Wanna Leave the Congo" song, with chest-pounding Tarzan calls as sound effects. The travel caravan moved to the United States for big city life and Wild West songs and jokes. Finally, the imaginary journey stopped at Edison Playground for a short chat with the two supervisors and an announcement of the youngsters on the program.

Other playgrounds were short on musical talent so preferred storytelling, skits, readings, quizzes, information programs, round table discussions, choral speaking numbers, singing games and their explanations, sports programs, and straight interviews.

Two highlights of the summer series were broadcasts made in a downtown hotel before groups of Iowa Public Service personnel. The two programs brought together youngsters from five or six playgrounds and gave them the opportunity to combine talents. The summer's playground finale—the festival of music and lights—was broadcast as a special hour-long program.

A third special show was a broadcast made at the request of the Reddy Kilowatt organization to be used in the various district offices to demonstrate cooperation with local public service groups. All in all, the summer's radio affiliation was a fine opportunity to bring the work of the recreation commission before the tax-paying public. But, most of all, it gave Waterloo's young people a chance to gain experience by working together through the medium of radio.

Actual case histories point up some of those qualities developed through supervised play.

VALUES of Play

GENERALITIES are well enough in their own way, but perhaps the story behind the Oak Park playgrounds in Illinois is best told in terms of people. For this reason, we have chosen several of our boys and girls to illustrate the many-sidedness of play.

• A boy from Eugene Field. Winning the playgrounds' contest for the best made, self-propelling model plane, he was taken to Atlantic City as an entrant in a competition. When the contestants were supposed to gather at Steel Pier for a rehearsal, this boy was missing. Next day he turned up, with this remark: "I knew my plane had no chance against those other boys', so I sat up all night and made another." He won first place in the international contest . . . *the initiative in play.*

• A family of talented young acrobats from Eugene Field. The oldest of the five is a boy, so is the youngest; there are three girls in-between. From a cooperative youngster, the eldest boy suddenly turned unmanageable; he mistreated the younger children, fell behind in his school work. His mother took him to a well-known psychiatrist, who asked him one question: "What about your play, Bobby?" This was a case of jealousy; it was treated as such—through play. Today, Bobby is his old self . . . *the scientific side of play.*

• A girl from Stevenson. An awkward, unattractive and unhappy child, her mother entered her in a dancing class as a last resort. Recently she was offered the management of a dancing school . . . *the development of assurance and self-confidence through play.*

• A girl from Carroll. The instructor persuaded her to take part in a play. From then on she worked for some role in every major performance. Graduating from high school, she earned enough money to pay her own and her mother's fare, and went to Hollywood. She knocked at studio doors; told them she had received her dramatics training on the Oak Park playgrounds. Unfortunately, they had never heard of them, but Marie entered an actor's school. Soon after, she played the leading role in one of its plays and received three offers from movie studios. Today she has taken part in some sixty movies and is earning a large salary . . . *the ability of play to develop into a vocation.*

• A boy from Hans Andersen. To everyone's amusement, he refused to take part in any activity except horseshoe pitching. He became the national horseshoe champion . . . *the persistency of play.*

• A boy from Barrie. Recently from Denmark, he spoke English clumsily at first. Poor, shy and backward, he became interested in wood carving. A few years ago he won the national scrap lumber contest sponsored by the United States Government. He went to Washington, had his picture taken standing next to the president . . . *the resourcefulness of play.*

• A girl in dramatics. After a movie had been made, the instructor praised her for the real tears she had shed in her part. The girl replied, "A wasp was biting me, but I couldn't spoil the scene, so I just sat there and let it bite." . . . *the courage of play.*

• A Marine stationed in Okinawa during the war. A widower with a small son, he wrote his mother: "I want Jimmy entertained at the preschool at Field. I lie here in this foxhole and I keep thinking of all the things I learned on that playground." . . . *the affection of people toward play.*

• A badly handicapped boy at Field. For a year he could not be persuaded to take part in any of the program. Finally he made a toy boat. Today he is an instructor in mechanics at a university . . . *the rehabilitation of play.*

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PLAYING SAFE

Presented by Stephen H. Mahoney at the Massachusetts Safety Conference in Boston, 1949.

Youngsters risk injury playing in the street. Playgrounds must also eliminate hazards.

EVERY PERSON who has even a slight knowledge of children will agree that there is no sphere of a child's activity into which he injects himself with more intensity and abandon than the period of his fun or play. For play is the one thing that a child wants to do most at the time he is doing it.

And since he is giving every bit of himself to the excitement of the game or activity in which he is participating, he is oblivious to everything else. That "everything else," of course, includes any idea of danger or potential danger either to himself or to his playmates.

It is for this reason that those responsible for play programs in each community must so organize their playground systems that maximum effort to effect safety and prevent serious accidents will result. This effort should begin at the top—that is in the organization of the system—so that the idea of safety in play may permeate the entire staff and the patrons of the play units. No staff meetings or institutes should be conducted preparatory to the playground season without including a generous session devoted to safety. In this connection, it is recommended that the local Red Cross chapter be asked to assign a competent instructor from its safety services division to give a minimum safety course to the playground staff.

Every play leader or supervisor should receive instruction in first aid from a qualified instructor. Then, if minor or even major accidents occur, there will be assurance that proper initial treatment has been given to the victim, and that the parents or guardians who have entrusted their youngsters to the care of the leaders will feel justified in their trust.

The competent play leader must always be alert to his responsibilities. He or she must so conduct the activities of the playground that the children who frequent that unit may secure those results which are derived from a well-conducted play program, results which will benefit their health, stimulate their mental powers, contribute to the formation of their character, and improve their relations with other individuals as members of society. In addition, since children play so enthusiastically and spontaneously that they are prone to disregard the possibility of accidents, the leader has this added responsibility. He must safeguard these youthful patrons of his play unit against the physical dangers which beset them while they are earnestly engaged in competition with their mates or gleefully enjoying the use of the playground apparatus.

This responsibility of the playground leader

Author is superintendent of recreation, Cambridge.

should be assumed in a dual way: 1) by diligent attention to the supervision of the grounds, the apparatus and the activities; 2) by educating the children themselves to use care and discretion while at play.

The most effective step toward having a safe playground is to have a well-organized playground. This does not imply that the organization should be so rigid that the very end of play —freedom of action—should be defeated. On the other hand, it is essential that the children should learn from the time of their initial contact with the playground that rules of conduct must be observed both for their own protection and for the safety of others.

An efficient method of organization from the standpoint of safety is the delegation of supervision of sections of the playground to chosen leaders. Thus, while the leader of the ground is in general charge, a trusted boy or girl can be assigned to supervise swings or slides, to keep a watchful eye on the games of smaller children, to assume charge of the wading pool or the sandbox, or to accept other similar responsibilities. Experience has shown that excellent results can be obtained by this delegation of authority if the children who are given these duties are organized into a safety patrol (similar to the junior patrol in the school organization), and if membership in the patrol is made distinctive by selection on the basis of merit. The distinction can be further manifested by providing the members of the safety patrol with arm bands or other insignia of authority.

Segregation: The proper segregation of activities on a playground will greatly reduce the possibility of accidents. An instructor should exercise utmost care in keeping smaller children as far away as possible from the areas where the more active play of larger groups is in progress. Likewise, ball playing or any game which may involve a ball being hit or thrown in the direction of the small children's section should be prohibited. Such activities as roller skating and bicycle riding should not be permitted on crowded playgrounds except where areas have been provided for this purpose.

Types of Play: The playground worker should exercise judgment in the selection of activities. For example, games which are designed for participation by larger children should not be indulged in by those whose physique or stamina is not suited to such games. Strenuous games should not be played immediately after the lunch period, nor should children be permitted to play for long periods in the sun on excessively warm summer days.

Teaching Safety: The second objective—that of educating the children to use care and discretion—can be attained in a variety of ways. In fact, the entire playground and its activities can be utilized for this purpose. The playground bulletin board may be used effectively in the promotion of safety. Newspaper clippings which report accidents involving children at play may be posted. A bulletin with the safety record of that particular playground—such as "(Number) accidents have occurred on this playground this season" can be a stimulus to maintaining a good safety record. Safety posters can become projects of the art class; safety songs, either those which are obtainable from safety organizations or from other sources, or parodies on well-known popular songs, are always a pleasurable and educational asset to the play program, especially during periods of inclement weather or when passive types of play are in order. There are also available many short plays which dramatize the need for safety precaution; and the storytelling hour can be used to good advantage by the inclusion of subjects which are applicable. Safety films may be shown for the purpose also.

When Accidents Occur: Of course, despite all precautions, accidents will sometimes occur. When they do, the person in charge of the playground must then assume the responsibility of proper care for the injured child. At such times, too, the efficiency of the playground system and its employees are on trial. Parents will particularly judge the playground by the method in which their children are cared for under such circumstances. Accordingly, the following specific suggestions are made for the guidance of leaders:

Know the procedure of your department in the case of an accident—e.g., should serious cases be sent to a local doctor or to the municipal hospital?

Know where and how to summon an ambulance, if necessary.

Be familiar with the treatment of simple injuries.

Have a first-aid kit ready for emergencies.

Escort the injured child home, if possible, or send some responsible person to represent you.

Draw up a list of common playground accidents and the methods by which they may be prevented or minimized.

The National Recreation Association has published several excellent bulletins on safety in your program. Send for this material today.

Notes From a Playground Institute

The following report was prepared by a National Recreation Association staff worker after conducting a summer playground institute in the spring of 1949. What she has suggested for one city may have application for others.

MOST IMPRESSIVE to me was the group's interest in dancing. With the proper equipment, I believe that this would easily become one of the most popular activities on the playground and give great variety and richness to the program. I would recommend that, when the budget permits, each playground have a good, sturdy victrola with a set of folk dance and square dance records.

In my playground experience, we danced every morning and afternoon, and one night a week held a folk dance festival in the city park for the children from all over town. There were always crowds of adults who came to watch. We felt that the festivals were one of our most effective demonstrations to the public.

The group, as a whole, was eager for new information and knowledge. The girls were particularly interested in singing games. I checked the public library and found the section of books on games and folk dancing quite small. The mimeographed syllabus for each leader helps, but is not adequate.

Each playground should have a set of inexpensive booklets on games, dances, crafts, and such special activities as marbles, jackstones and hopscotch.* These would be for the leader's use and he would be responsible for returning them in good condition at the end of the summer. The mimeographed bulletins would be helpful to supplement this basic library with material it does not include.

There was real interest in stories and a good response to "playing out" a story, which we did one day. Here, again, the leaders could be helped greatly with ready reference material. In Albany, New York, the public library has supplied each playground with a set of ten books— put up in special boxes and changed every ten days or two weeks. The books should be chosen for "telling" qualities of the stories—not for children's reading primarily. There might be picture books for the little tots, but there should also be stories for the middle-age boys and girls. With the books on hand, older boys and girls and parents could be used more easily to conduct a story hour while the leader is busy with other things.

Certain things can be done to strengthen a crafts program. I would recommend that each playground have a set of tools and necessary equipment, and that more of the handcraft budget be spent for non-expendable supplies. There should be enough supplies for demonstration purposes, but leaders should be helped to discover projects which the children can make from materials brought home or from scrap materials that can be bought for a few pennies.

It has been a long time since I have had first-hand experience with playground crafts, but I can mention a few projects which were successful and cost little or nothing: stocking dolls; cases made from jars decorated with paper mosaic designs; boxes; hot dish mats; purses woven from stocking rounds; hooked cushion tops and mats made of burlap and stocking rounds; scooters and push-mobiles; beach bags from old inner tubes; purses and belts from leather scraps, tooled with filed nail heads; belts of braided twine; purses from old felt hats; costumes of crepe paper, tarleton (If we made one for a special occasion, parents were usually so eager to have their children take part, they would provide fifteen or twenty cents toward the child's costume.); decorative lapel pins of wood scraps, beads and buttons; buttons of acorns and other shells; purses of raffia, wood or scrim.

In talking with the group, I felt that they needed continued help and interpretation of the "function" of the playground leader. They were open-minded, but some had difficulty in seeing how they could get activities going without being in active control.

There was also a little resistance to the idea that a boy interested in baseball might just be playing it because something else was not being offered. By a fortunate accident, we had a little demonstration at one of the playgrounds. The men directors wanted to know how the women had gotten the little bandits to play circle games.

Giving leaders some of the additional tools mentioned here will help them, through their own experience, to discover ways of getting variety into their program.

*Have you a listing of the National Recreation Association's published materials?—Ed.

A ringmaster puts playgrounders through their paces.

Make Way

PARADE! Animals! Clowns! Cowboys! Indians! Freaks! Calliope!

The circus is over, but the memory lingers on. Yes, the memory does linger on in the minds of thousands of youngsters and adults of the "Atomic City," Oak Ridge, Tennessee, for on August tenth a mammoth circus climaxed the summer's playground activities.

General plans for the circus were formulated early in May by the recreation department supervisory staff, before the summer playgrounds were open. At the second weekly staff meeting of the summer staff, the plans were discussed. It was decided that each playground would be responsible for one feature act and one clown act. A number of suggested acts were presented and each playground staff selected one which it felt would be suitable for its particular playground group.

The entire production was under the supervision of Miss Ruth Schnepel, arts and crafts supervisor, and Miss Ruth Jewell, summer playground supervisor. Miss Schnepel was primarily responsible for costuming, backdrops and all other art work, while Miss Jewell was responsible for the "acts," lighting, the parade, and the one hundred and one other details connected with such a circus. These two leaders coordinated the work of nine playgrounds through several weeks of consultation, guidance and operation. Periodic meetings were held by staff members to discuss problems and to check the progress of each of the various phases.

The publicity campaign started two weeks prior to the circus with a playground poster contest. The posters submitted were then collected and displayed in business establishments throughout the city. The local radio station, WATO, gave periodic plugs. The daily paper, *The Oak Ridger,* carried front page features for days before the production. An attractive trailer calliope was secured and toured the city the day of the circus, playing circus music and carrying advertising signs.

August tenth dawned with a cloudless sky—no rain. Playground leaders breathed a sigh of thanks as they awoke to the busiest day of the season. Early in the evening strange people, animals, freaks and clowns were seen moving through the streets of Oak Ridge to the parking lot where the parade was being assembled. In one corner of the lot, members of the Community Playhouse changed tan-faced boys and girls into chalk-white, red-nosed clowns and horrible freaks. Cowboys and Indians went riding swiftly by on their ponies, headed for their spot in the line of march. Elephants danced, ponies pranced, seals barked, and caged lions roared as trainers and attendants steered them into position for the parade. At seven p.m., the parade marshal's whistle sounded. Led by a police car, color guard, and the ringmaster, the boys and girls pulled out of the parking lot and into their line of march.

The performers paraded a half mile through town and in front of the stands at Blankenship Field, where hundreds of spectators waited. Scenery consisted of seven backdrops, eight-by-ten feet, constructed and painted by teen-agers. Three of the drops, featuring a full-length clown, a lion and a giraffe, were placed at the back of the ring. Two drops were placed at either side to form the wings and to serve as entrances and exits. The forty-foot ring was outlined with four floodlights,

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Miss Sims is director of Elm Grove Playground and Miss Kirkland supervises playgrounds of Oak Ridge.

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nine spotlights and four sets of border lights. A member of the Community Playhouse operated the switchboard controlling the lights.

The Municipal Band struck a circus tone as the children entered the field. The band, directed by C. E. Newlon, presented a short concert as the performers were being directed to their designated places, and also supplied the music for some of the acts, while recordings were used for others.

Since the playgrounds had no opportunity for rehearsals with each other, timing and coordination were effected by proper organization. The first three acts moved behind the scenes, ready to go on, and the remaining acts were seated to the left of the ring where they could see the circus. As each act ended, the performers exited right and seated themselves outside of the ring on that side. The next act went into the ring, using the left entrance and, at the same time, a new act moved backstage from the left. Clowns performed during this period to detract attention from the movement. Using this procedure, the youngsters of each playground saw the greater part of the circus and there were three acts ready to go on at all times.

No act lasted longer than ten minutes. The clown acts, which were performed while roustabouts were setting up props between acts, lasted approximately two minutes. The ringmaster, Bob Barron, a talented fifteen-year-old high school boy, was greatly responsible for the success of the circus with his constant and free flowing ad libbing. After a catchy spiel to introduce the circus, Bob brought the first act into the ring. This was a pony and monkey dance, complete with trainers. Next a group of tumblers in blue and white costumes made their entrance through the mouth of a huge paper clown. The act consisted of simple tumbling and pyramid building.

George Ridenour, Jr., aged twelve, a pantomime artist, brought down the house with his act. He pantomimed the song, "The Man on the Flying Trapeze," and for his encore, "A Good Man Is Hard to Find."

The caged wild animals appeared next. The roaring, growling beasts were freed from their cages and put through their paces by a trainer, armed with chair and whip.

The specialty act followed in which the strong man—a five-year-old boy, dressed in a leopard skin—appeared and came to a stop in the center of the ring to flex his muscles before lifting the heavy (?) weights. A tumbler, a tight-rope walker, and boys doing a Hawaiian dance completed the act.

From the hills of Tennessee, McCoy and Hatfield clans performed to the music of "Feudin', Fussin' and Fightin'." They did a square dance, clog dance and re-enacted the feud.

The birds came next and "funnier and stranger birds never could be found in deepest Africa, Siberia or Knoxville," announced the ringmaster. A mock football game was staged by bats, parrots, storks, an ostrich and a penquin. Four huge grey elephants, with trainers and attendants, lumbered in and performed a dance; and following this act, a host of freaks performed singly, in pairs, and in whole family groups. These included the fat family, snake charmer, sword swallower, siamese twins, the three-faced woman, the centaur with trainer and rider, the midget family, and even the wild men dragged in their women—dressed in snow leopard sarongs—to do an original dance.

The Wild West show climaxed the circus. Forty boys and girls, ranging from six to ten years of age and dressed as cowboys, cowgirls and Indians, dashed into the ring riding broomstick horses. The cowboys and cowgirls left the ring while the Indians did a war dance. Then the covered wagon train entered and prepared to bed down for the night around the campfire. As the songs and fire died out, a sneak Indian attack was staged. Tired cowpokes came to life with blazing cap pistols, but they would have been overpowered if the cavalry had not been on duty behind the scenes and dashed in to save the day. So—a fitting climax to a happy and successful circus.

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You can build a TOTLOT

Blanche W. Northwood

FOR A NICKEL a day, energetic parents in a Detroit, Michigan, community—with the cooperation of city facilities and businessmen—provided and adequately supervised an eight-week recreation program in the summer of 1948 for their three-to-eight-year-old boys and girls. And the five cents paid for serving fruit juice twice a day to each child!

The site of this project was Detroit's automobile belt, an area characterized by high juvenile delinquency rates, broken homes and cultural conflict. In this area neighbors decided to "do something" for the children, and the result was the Beulah Walsh Dziadula Totlot.

This project essentially grew out of the need for supervised recreation for children during the summer months when kindergartens are not in operation. In Detroit, most of the totlots have been developed since 1940, and about half of them are sponsored by the city.

In the "Proposed System of Recreational Facilities, City of Detroit Master Plan, August 1946," playlots are described:

"Designed for small children ranging from one to eight years old, playlots are substitutes for backyards. Clearly, there is urgent need for them in congested sections and in apartment areas where play space usually is so limited that tiny tots are denied the advantage of playing outdoors in the sunshine . . .

"Equipment includes sandboxes, slides, teeters, swings, spray pools, blocks, and so on. A concrete walk, where active children may ride tricycles and other wheeled toys, separates a grass plot from the apparatus area.

"Since playlots may be needed in great numbers, the Plan Commission advocates that they be developed and maintained through private initiative as adjuncts to apartment developments or as cooperative neighborhood projects."

The usual charges for the care of children on privately-operated Detroit totlots range from three to five dollars a week. For working class families, with an average weekly income of $57.44,* this is prohibitive, and it is in this respect that the Dziadula Totlot is unique. Through the cooperation of many members of the community, and shared responsibility, the project was made possible at a negligible fee, for even the lowest income earners.

After many months of meetings among parent-teacher groups, women's clubs, and neighbors in their homes, organization was culminated in an open-air community rally. The totlot came into existence, named in honor of the woman who the community felt had contributed most. Mr. and Mrs. Joseph Dziadula, parents of two young boys, had been neighborhood leaders for a period of years. Mrs. Dziadula, tireless recreation chairman of the Southeastern Community Council, was especially interested in teen-agers and pre-school children.

Although most of the neighbors were strangers at first they worked harmoniously together. During the lifetime of the totlot they dealt with many problems, and their day-to-day solutions, which evolved during the operation of the experiment, are possible guideposts for future totlot planners.

Skeleton Organization—Mrs. Dziadula, acting chairman, suggested a temporary slate of officers to be ratified by the group. Originally, this slate included a president, three vice-presidents, a ways and means committee, a secretary-treasurer, and a building and construction committee. The three vice-presidents were to supervise three different age groups of children—three to five, five to seven, seven and over. This plan, patterned after the Creary Totlot—one of the earliest similar projects—did not prove feasible here because of a lack of

As assistant director of the totlot, Mrs. Northwood took part in its growth from the planning stages.

*Handbook of Labor Statistics, 1947.

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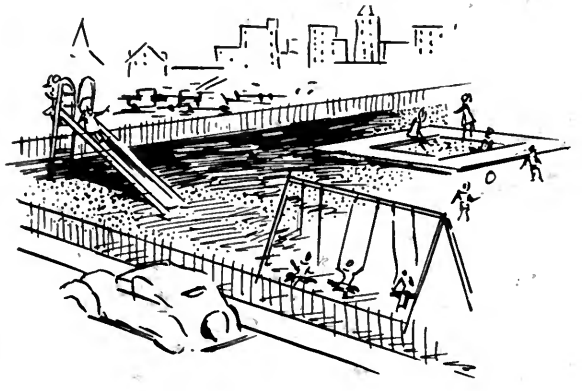
personnel to handle the separate groups. Instead, all age groups came at all hours of the day. For each adult officer, a corresponding junior officer was appointed.

Site — After long negotiations between the Southeastern Community Council and the city police department, permission was granted for the temporary use of an empty lot in the neighborhood, with the understanding that no buildings be erected on the property. The square field, owned by the city, was earmarked for a police auto pound and precinct structure. It was pointed out that the use of the field for recreation purposes might well obviate the need for an additional police precinct by tending to reduce neighborhood juvenile delinquency.

Financing—It was agreed that the totlot would not be operated for profit, but for the benefit of the low-income families in the neighborhood, at little or no cost to them. Consequently, parents were required to pay only twenty-five cents a week per



child. This money was used to purchase fruit juice, to be served twice daily.

A budget drawn up in the beginning might have simplified matters. In the course of the summer, over $700 was raised to finance the operation of the lot. The first year's expenditures included many initial outlays not required again.

Some of the ways of raising funds were:

1. Personal solicitation from neighbors and merchants. Cash was collected, in addition to new and secondhand merchandise. A more tightly organized campaign would have produced more lucrative results.

2. A plea for funds to a local veteran's organization.

3. Some favorable newspaper publicity, gaining unsolicited donations.

4. A prominent citizen, interested in combatting juvenile delinquency, provided $200 to erase end-of-the-season debts, and thus the project wound up in the black.

5. Direct appeal letters to chain store managers.

Personnel—Supervision for the lot was entrusted to paid directors only—one on a full-time basis and the other a part-time worker. Also helping were parents and friends, some teen-agers, and several ten-to-twelve-year-old children who, as safety patrols, helped the very little children cross the streets. The Department of Public Welfare loaned the services of a capable area social worker, her office and telephone.

No one taking any responsibility for the lot had any prior experience with this type of project. The director, a responsible teen-ager, had distinguished herself with two successful summers of day camping, taught Sunday School and, with others, through the Junior Council, had lobbied for and won free swimming for children at two city parks, establishing a new precedent. The assistant director, more mature in years and experience, was currently attending university summer school, majoring in community recreation leadership.

The application for registration of the children stated that the parents were expected to spend at least one day a week doing volunteer work on the lot during the eight weeks of operation. The penalty for non-participation by the parents—removal of the child from use of the lot—was never enforced even though it was threatened. Keeping a full staff of volunteers on hand at all times was not an easy task. Consequently, five or six mothers and fathers did more than their share.

During the first and second weeks of operation, many neighborhood teen-agers came to the lot. They watched children on the apparatus, helped repair toys, and assisted with manual and clean-up jobs. However, as the hot weather came along, swimming and picnics elsewhere beckoned, and then their help was only occasional.

On the whole, volunteer participation seemed geared to these factors—intensity of interest, recognition received or personal satisfaction.

Equipment and Construction — Immediate equipment needs were a large tent to serve as a shelter and storage space for records and materials, and fencing for an enclosure, with a locked gate. The tent was bought from an Army surplus store, and all of the fencing material was secondhand. Paint for the fence and lumber for the children's work benches and tables were donated. Fathers and friends hammered and sawed away in odd

hours, on Sundays and even on their vacations in order to have the totlot ready for use as early as possible.

The Department of Parks and Recreation installed four sturdy swings and a slide, and loaned a storage box. Other donations and loaned items included two sandboxes and sand, phonographs and records, construction paper, crayons, books, games, blackboard, chalk, scooters, rocking horse, doll cradles, buggies, a desk and a thermos jug.

Handcraft materials always seemed short, particularly scissors, paste, paint and clay, for children often asked "to make things." Construction projects were especially needed on the rainy and unusually hot days.

Health and Safety—Health and safety were of major concern, and presented many problems. The absence of on-the-spot lavatory facilities required a solution. A neighbor agreed to let the children use the facilities in her home for a nominal fee. Twice a day at regular hours, and at any other time necessary, the children were escorted across the street to her home.

Rest periods twice a day were encouraged, but presented other difficulties. The children brought a rag rug, blanket or large towel to spread on the ground inside the tent for their naps. The tent had no built-in flooring so heavy rains caused damp grounds. As a result, naps often had to be foregone. Also, water facilities were inadequate. A gallon thermos jug had to be refilled many times during the day.

Pre-school children were required to furnish the regulation doctor's certificate. In about 250 children-play-hours on the lot, the only medical supplies used were two dozen Band-Aids and less than an ounce of merthiolate. The City Board of Health furnished chest x-rays and health examinations for the workers.

Program—Although a variety of ideas were expressed by the parents as to what constituted proper program planning, it was mainly left to the directors who, in turn, were guided by the suggestions of the children.

Only matters pertaining to safety and health were mandatory. Otherwise, the children were given wide freedom of choice of activities with no rigid scheduling. In addition to the use of the outdoor apparatus and equipment, the children could take part in storytelling, singing, quiet games, craft projects or could listen to phonograph records inside the tent. About once a week one of the streets was blocked off and they enjoyed a street shower from the fire hydrant.

Among the highlights of the summer's program were the following:

1. Police clown entertainment—a volunteer performance by off-duty city policemen.
2. Children's dress-up parade and picnic lunch.
3. Safety instructions at elementary level by a police traffic officer who used entertaining flash cards.
4. Occasional ice cream and cake birthday parties for all the children, paid for by various parents.

Licensing—Applications for city and state licenses were filed at once with the City Council and State Department of Social Welfare. Since no precedent existed for this kind of project at city or state level, no action was taken other than personal visits of inspection by authorities.

Record Keeping—Attendance cards were mimeographed through the courtesy of a nearby high school shop. On the cards, attendance was carefully checked as the children left at noon and at the close of each day. Other pertinent data included child's name, address, sex and age; parent's name, address, phone number; physician's name and phone number. On the opposite side of the card directors reported, for confidential use, their observations of special behavior patterns and attitudes, as well as any particular skills that the children displayed.

Public Relations—When the season was about half over, a mimeographed questionnaire was sent to the parents, asking for their comments as to the success of the lot and recommendations for its improvement. Because of a lively neighborhood newspaper coverage and a cooperative daily press, the Beulah Walsh Dziadula Totlot was popularly launched and a friendly interest was sustained throughout its operation.

Star-Gazing on the Playgrounds

Under a new plan of extension service launched by Griffith Park Observatory early in the year, a traveling telescope is visiting the Los Angeles municipal playgrounds so that youngsters—and adults—may take a peek at the stars and open their eyes to the wonders of the universe. The recreation and park department is sending the eight-foot long Brashar telescope, mounted on a truck, to each playground for a one-night program. Star-gazing is supplemented by a lantern slide lecture designed to provide some basic understanding of astronomy. The entire plan was made possible when Archie Wade, retired mechanical and electrical engineer, donated his large refracting telescope to the Observatory for use in an education program.

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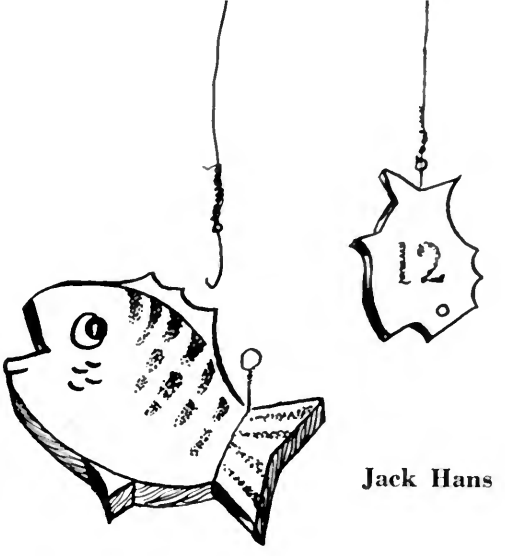
Tagged Fish RODEO



Jack Hans

THE FOLLOWING is an outline of a special event that was tried at the city parks of Amarillo, Texas, last year. It was received with more enthusiasm than anything we had attempted in recent years. The Tagged Fish Rodeo attracted more than 500 participants from seven playgrounds, and the over-all expense totalled just fifteen dollars. Other communities that are looking for something different in a special event may find that here is the answer.

Arts and Crafts Sessions Play a Part

1. Make posters telling about the Tagged Fish Rodeo and post rules.

2. Using scrap soft wood, draw design of a fish. The size and shape can be planned or left to the children's imagination. If it looks like a fish to the maker, it is a fish. Cut out with coping saws.

3. Color the fish with crayons, blending colors on top and edges, leaving the bottom clear.

4. Attach a wire around the body of the fish at the narrowest point, making a loop of two inches in diameter that extends straight up when the fish is lying flat.

Children leave the fish at the playground and leaders make a large clear number on the reverse side of each fish. Number the fish consecutively from one to fifty, or according to the number you have.

Collect a varied assortment of prizes. These may be donated by merchants or purchased. Try to have as varied an array of prizes as possible. Prepare a list ahead of time, listing the prizes to be awarded each contestant, according to the number marked on the fish he catches. Have them on the spot to give out when the fish is caught.

Jack Hans is director of recreation in Amarillo.

Rules To Be Posted

1. Each contestant must furnish his own pole, line and hook. (No sharp hooks are permitted.)

2. Each contestant is entitled to one catch only.

3. Contestants who worked on construction of fish are entitled to first catch. If additional prizes are available, others may take part.

4. All contestants must fish from edge of pool or behind the starting line.

Day of the Rodeo

At the time for the rodeo to start, the tagged fish are placed in the wading pool—with the numbered side hidden under water. (On playgrounds where wading pools are not available, use wash tubs filled with water.) Limit the number of fishermen so that there is a fish in the pool for everyone. Run a second group if you have prizes available. As a fish is caught, read the number from the bottom of the fish and award the prize listed on your award sheet.

Prizes on the List Used in Amarillo

Fish Number	*Awards*
1	Small sucker
2	Free ticket to swimming pool
3	Large sucker
4	Balloon
5	Set of jacks
6	Top
7	Free ticket to swimming pool
8	Free ticket to picture show
9	Ice cream cone
10	Small sucker
11	Balloon
12	Package of chewing gum
13	Candy bar
14	Free ticket to swimming pool

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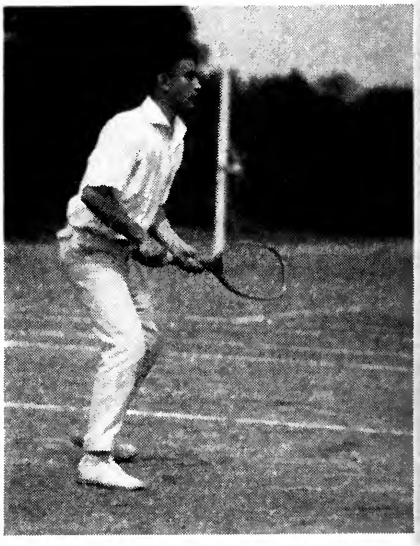
Playgrounds

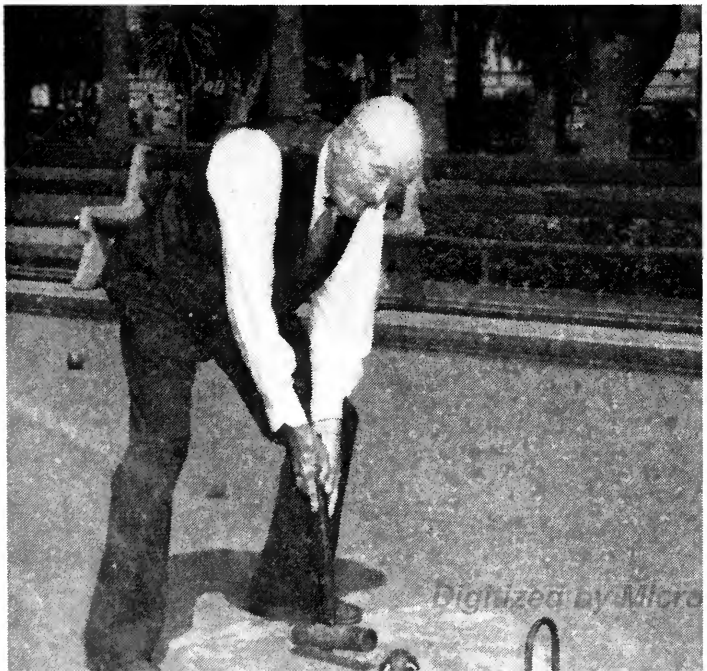
Land of Make-Believe is responsible for many fun-filled hours.

NOWADAYS, if you're up-to-date, your playground is not only enlarging its function as a play center for children, but is developing into a leisure-time gathering place for adults as well. No longer do parents, aunts and grandmas come only as visitors and spectators. They now take part in activities of their own. Mothers bring their sewing or knitting and, before they know it, they have formed a sewing club; neighbors may start throwing quoits and end up with a tournament; grandfathers know that their checker playing cronies will be meeting in that shaded corner beneath the trees. Housewives, business men and women, recent school or college graduates—all are finding congenial recreation opportunities. Thus do playgrounds build friendships and understanding; thus is the life of their community enriched.

Age-old game. Juvenile athletes get into the spirit early. Good sportsmanship is emphasized from the very start.



Sports on playgrounds often produce stars; numerous tournaments are held.



Favorite games appeal to elders, often lead to tournaments. They enjoy meeting friends.

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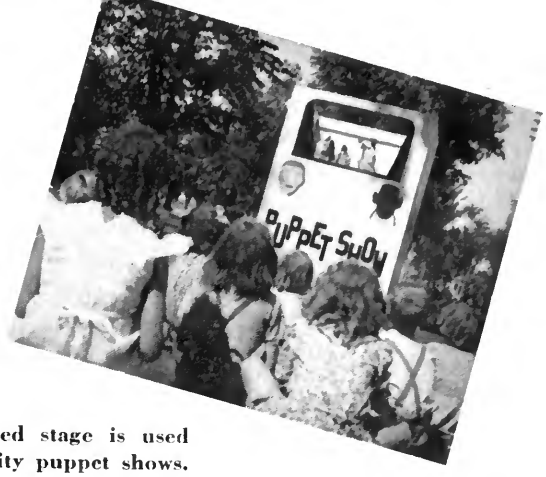
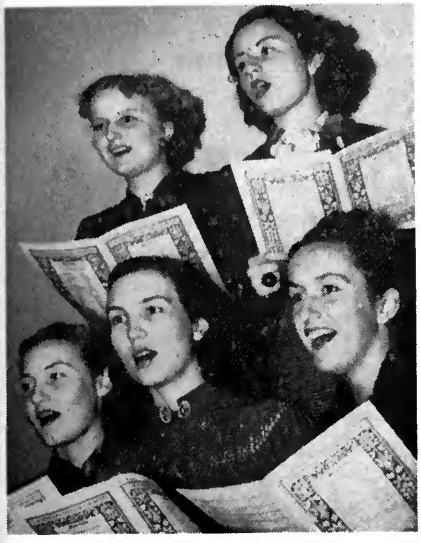
e for all Ages



Here, an easily-moved stage is used throughout community puppet shows.



Children's choruses and other musical groups lead to adult societies, light opera clubs, choral and other groups.

Kindness to animals and conservation are learned through nature programs.

Children learn courtesy, fair play, democracy of spirit, good citizenship.

Such handcraft groups are centers of absorbed interest. Many highly creditable pieces of work are turned out.

The chapter concluded in RECREATION this month is reprinted from Mr. Sorenson's new book — The Art of Board Membership*.

FUNCTIONS AND DUTIES OF BOARDS

Part II

ROY SORENSON

To Control Operating Budget, the Financial Plan, and the Insurance Program

ONE OF THE large responsibilities of the board is to make certain that agency finances are properly administered. This involves seeing that sufficient revenue is obtained, that funds are spent without waste, and that accounting and auditing are efficient.

Income—Before the days of community chests, when raising money was a major activity of all voluntary boards, affluent people were required for board membership. While joint financing has changed this for many organizations, fund-raising is still a very important responsibility of boards of voluntary agencies. In 1948, the City Social Service Bureau of Los Angeles approved 1,291 solicitations which raised $31,000,000. The community chest raised $6,361,335 of this in but one of the campaigns. There are many boards outside of chest relationships. Those which are members of chests also continue to carry responsibility for capital solicitation for facility improvements, for memberships, camperships, benefits, sales and overseas projects.

With community chests, the boards have a responsibility to work as hard as they can in the mutual campaign for joint funds. While they have a responsibility to interpret adequately the financial needs of their agency to the chest budget committee, board members should recognize the total community complement of service, and not fight unreasonable battles for their agency when the money is insufficient to take care of all the agencies.

In periods of rising costs or declining chest subsidies, a board faces a financial stringency. There are three courses of action:

1. Make all possible and reasonable economies. Here the board depends upon the creativity of the executive, who is close to the day-by-day operations.

2. See that all obtainable moneys are secured. Fees and charges should be re-examined. Efforts which do not infringe on federated financing, such as benefits, sales and membership drives, should be undertaken.

3. If these steps do not balance the budget, curtail expenses, starting on items which contribute least to the direct service of the agency's constituency.

A fairly common lack of preparation and honesty has been observed in budgets presented to chests by board members and executives in many cities. They come in, year after year, threatening to cut down their programs if they are not granted their full requests. Yet, when their allotment is scaled down, their programs go on apparently as before. There appear to be either limitations in analyzing costs, a hidden desire to expand, or careless administration which doesn't plan to operate at the peak of efficiency. When agencies mean it, they present facts to support an honest warning that service must be curtailed if funds are not fully provided, and they restrict activities when funds are not provided. Chest Budget Committees treat these requests more seriously. On the other hand, there is the faulty preparation by agencies which try to cooperate. They report that they can carry the same work with less money, then find that they cannot. The point here is for honesty and clear facts to support what can and cannot be done.

Budgeting—The budget is more than a readjusted column of figures. It is the most crucial

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part of program planning. Once set up, it is the master plan for administering the agency. The steps the board takes in budgeting are as follows:

1. Board members in a small agency, or the executive and staff in a large one, look ahead to the coming year and forecast changes in program, costs and personnel. A list is made of factors to be planned for in the budget.

2. The budget is prepared by the board itself in a small agency, by a finance committee in a medium-sized agency, and by the executive and staff in a large agency. If prepared by the executive, the budget goes to the finance committee for review and recommendation to the board. In all cases, the board adopts a budget.

3. A community chest agency submits its budget to the chest; its board representatives participate in a hearing; and, after the campaign and chest board action, the agency is informed concerning the allocation.

4. Frequently, a budget must be revised to meet a chest's allocation. This is done in the same way the budget was originally prepared.

5. The board then adopts the revised budget.

6. Administration of the budget is then the executive's responsibility, with board action required for changes or unusual expenditures.

7. The board receives, reviews, and appraises periodic reports during the year.

8. At the close of the fiscal year, the board exacts an independent audit of accounts.

Insurance—It is the board's responsibility to see that the agency is protected by insurance, usually against fire, theft, embezzlement, public liability, and injury to employees. Retirement, hospital and group insurance for employees are also matters for board decision. Because of the many kinds of policies, the board should have the advice of one or more insurance counselors, in order that enough protection, but not too much, is carried.

An insurance adviser can help select the kind of insurance needed and suitable kinds of policies; select the companies from which to buy; arrange expiration dates so that premium dates will be evenly divided; determine the amount of coverage; make structural changes in buildings to secure lower rates; change housekeeping methods to effect lower rates; and develop a program of fire prevention through good management and watchful attention to hazardous conditions.[1]

The business and financial affairs of an agency should not be slighted or exaggerated in importance. Enough attention must be given to control intelligently sound financing, or the agency suffers. But many boards are inclined to devote too much time, effort, heat and the like to their finances and business affairs.

To Care For and Maintain Property

For those agencies which own and operate facilities, the board acts as trustees for the property, with a responsibility for maintenance. Neglect constitutes living off the capital of a previous period.

Boards should provide for a reasonable maintenance budget and for a periodic inspection of property, in order that the need for repairs will not go too long undiscovered. The consulting service of a public-spirited engineer, architect, or contractor should be enlisted. Funds for renovation and modernization are a board responsibility.

To Be Responsible for Program

Formulation of the service policies and program of an agency is a cooperative process involving the board, interested volunteers, the professional staff and, in many types of agencies, those being served.

In earlier days, the board members of social service agencies were closer to the actual programs of the agencies. Frequently, they were co-workers with the staff. As one pioneer said in the 1880's: "The organization was formed so that laymen might engage in good works directly, rather than only indirectly through the hiring of paid workers."

With technical specialization of health, child care, family service and case work, recreation and group work, and other professional developments, the board functions have changed and often are not clear with regard to program responsibility.

Board members give their time because of faith in what the agency is doing. The organizational, financial, personnel, property, and public relations questions are undertaken to help further this work. To neglect the program responsibility of the board is to reduce it to a remote, unsatisfying, and routine running of a machine.

Equally important is the fact that citizen influence and control of the actual service policies are lost when the board neglects its program responsibility.

The program plans of an agency are sounder when they blend the dreams of the experts and the realities of the community. The board members know better than professional executives what the community wants and will accept. Executives who do not take pains to share information about

[1] *Schools in Small Communities*, Seventeenth Yearbook (Washington, D. C., American Association of School Administrators, 1939), pp. 404 and 405.

complicated social work practices, on the ground that volunteer board members lack professional backgrounds, come to critical hours occasionally. Then they find that they lack the support of those on whom they must depend for understanding and backing.

In program or service matters, as in all other policy matters, the staff serves as technical advisers. The board takes the responsibility before the public for its decisions. The staff accepts these decisions and becomes the agent of the board in carrying them out.

The responsibilities of board members for program or service are:

1. To know the characteristics of a good service program of the kind carried on by the agency. This involves some reading, some conferences, and conversations with persons informed in the field. One reason why ineffective executives are frequently retained is because boards do not know the elements or criteria of a good program in their type of agency. Board members need to know enough about the agency's place in the community to know what the agency can and cannot do. At times, new and old board members alike get carried away with the conviction that there is nothing an agency cannot undertake. They get upset when, in the cooling of their enthusiasm, they face the actual facts.

2. To formulate and adopt program policy in writing. It should declare purpose, define constituency, indicate the scope of the service program, and specify program emphases and priorities.

3. To hold the executive responsible for studying needs in the community and for recommending changes in program. When evaluations are made and changes proposed, the board itself must decide upon their merits, so as to approve, reject, or modify. This decision cannot be made by perfunctory approval of staff recommendations. Careful weighing of all factors is required.

To Assure Sound Personnel Policies and Select Staff

Good work can be expected only from a well-prepared and professionally qualified staff. Therefore, the employment of the best people and provision of conditions conducive to the best work are important functions of the board.

Personnel problems must not be left to chance or to decisions based on expediency. They will not take care of themselves. Only by careful, continuous planning will the agency operate under consistent policies.[2]

The personnel functions of the board are:

1. To adopt and periodically review a personnel policy. An agency cannot stand out for social welfare in a community and at the same time deny sick-leave benefits, dismiss employees without just cause or hearings, or practice unjustified salary discriminations.

2. To create the positions by resolution. In small agencies, the board should act on all of them; in large ones, the board should create the major positions, leaving the minor ones to the executive.

3. To employ staff by resolution. The board should delegate to the executive the responsibility for investigating qualifications and recommending staff and employee appointments. The board exercises the formal employment function. In large agencies, formal action to employ is limited to major positions, and the executive is empowered to fill in vacancies. Frequently, the personnel policy provides for employment only of certified people or those who meet certain professional standards.

4. To authorize and then approve classification of employees. This is needed in large agencies, where the number of employees makes grouping by types of positions essential for salary scales.

5. To act upon salary decisions and schedules. In small agencies, salaries are reviewed by the board. In larger agencies, personnel committees or wage committees periodically review salaries and recommend changes to the finance committee, either when the new budget is being set up or at other periods of the year. In times of rising cost and stationary subsidies, many boards must decide this most important question: Shall staff be reduced and salaries increased to meet rising costs of living, or shall all staff be retained and salaries kept stationary? Some boards decide to keep fewer people and move salaries up because they believe a voluntary agency performs best by sacrificing volume and protecting the quality of the staff. Other boards take a chance on a turn of fortune before the consequences catch up and retain full staff with inadequate salary adjustments.

6. To provide for retirement of workers. Up to recent years, many voluntary agencies were without retirement provisions. The recent retirement plan, initiated by the Community Chests and Councils, Incorporated, and accepted by most local community chest budget committees, has resulted in similar provisions by many other boards.

Whereas the personnel functions listed above

[2] *School Boards in Action*, Twenty-Fourth Yearbook (Washington, D. C., American Association of School Administrators, 1946), p. 100.

are those of the board, actual personnel administration is the responsibility of the executive. This division of functions is important. The reasons for placing full responsibility for personnel administration upon the executive are readily apparent. Multiple bosses create chaos. The line of responsibility, down to staff and up to executive, must be a single one. Staff, then, does not have to respond to conflicting authorities, and the executive can fulfill his administrative responsibility. Also, the many day-by-day situations, which require intimate knowledge of the persons and the work, can only be met intelligently by the person executively responsible. In cases where employees feel that they have a grievance unheeded by the executive, the right of appeal to the board should be provided. Only confusion and damaged morale can result from the board as a whole, the president, or individual board members crossing this line and transgressing in the administration of personnel.

There are two keys to good personnel administration: an intelligent pattern adopted in written form by the board, and a qualified executive to apply it.

To Maintain Good Public Relations

How the community regards the agency is certainly important to the agency's future. The community's continuing confidence and support are dependent upon a reasonably high regard for the agency, and upon some information concerning what it is trying to do and what it actually does. The board has a great deal to do with public relations, as do all the volunteers related to the agency. How the community regards any agency will be determined:

1. By whether or not it is a good agency. The total impact on the community is the primary and powerful public relations determinant. Attempting to save a poor agency by an elaborate public relations program is hypocrisy and is doomed to failure. Publicity tricks cannot substitute for a good job. The board, by performing creditably the functions described in this chapter, is thus fulfilling one of the important functions of public relations.

2. By the sponsorship and prestige of the board. The board dignifies and lends importance to the agency. Sometimes it even makes it fashionable!

The reputation of the board members is a generally accepted way of guaranteeing to the community the integrity of the agency. One way a community judges whether an agency is doing what it exists for, whether it is really needed, and whether its money is well spent, is on its faith in the citizens who make up the board.

This fact carries with it a critical obligation. If board members take too much for granted, get completely institutionalized, lose their curiosity by long association, establish too close a friendship with the executive, lack familiarity with good standards of work, or in other ways cease to represent the community objectively, then they fail in their trusteeship, yet by their sponsorship and prestige falsely guarantee the effectiveness of the agency.

3. By the way community relationships are conducted. Contacts with community chest budget committees, social planning bodies, civic groups, service clubs, and other such groups determine many attitudes toward the agency. Board members assist in many of these relationships. They go before budget committees, represent the agency as members in a social planning body, or meet with representatives of other groups in behalf of mutual interests.

In their other community activities, board members are in a position to learn of adverse attitudes which have been created in these relationships, and should be quick to discern and correct bad handling of situations by board members or staff.

4. By informal interpretation and testimony by those who know. A starting point for public information is well-informed board members, volunteers, and employees. Dinner conversation in homes, talk in the clubs, civic groups, women's groups, and business circles are invaluable means of spreading information and confidence. A whispering campaign can be good as well as bad, and people are impressed when they get the "low-down" from those on the inside.

5. By organized public relations efforts. Annual reports and house organs, speeches, formal meetings, press, television and radio releases, and agency visitation through open houses or "come-and-see tours" are among the important organized ways by which an agency interprets itself. In many large agencies, the board has the advice of a public relations counsel. It is the function of the board to review periodically these organized efforts and to suggest improvements.

6. By how the board decides concrete questions with public relations implications. Many questions arise which have far-reaching public relations connotations. For example, the use of facilities by an outside group about which there is divided community feeling; requests to sponsor jointly or participate in various community events; policies in conduct of a forum; whether to back, oppose or ignore a legislative issue which affects the agency or its program; and what kind of statement to issue on a change of policy, controversy involving the agency, or other matter of public interest arising within the agency.

The board improves or weakens the public relations of the agency by the wisdom or indiscretion, tact or arbitrariness, care or neglect of these matters, which are susceptible to wide repercussion.

To Appoint, Commission, Supervise and Receive Reports from Committees

It is the duty of boards to create standing committees, to appoint committee members upon the nomination of the board chairman, to issue commissions outlining responsibilities and authorities, to see that they perform their duties, and to receive their reports. Staff members provide services for committees, but it is the board's responsibility to appoint, define, supervise committees.

By-Laws frequently provide for certain standing committees, but only in rare cases are duties and authorities fully prescribed. Some by-laws sketchily outline duties; others do not mention them.

If by-laws are kept simple, detailed committee duties and authorities are out of place. But if periodic commissions are not issued, defining duties and setting limits, vagueness and differences in understanding of committee responsibility and authority can be expected.

Committees do not fully function if they see their duties as too limited; yet, if committees act with too much authority, the board is weakened in its essential responsibility. Therefore, it is sound practice to issue commissions when committees are appointed and to renew them annually thereafter when committees are reappointed. Annual commissions provide occasions to change or clarify assignments and re-emphasize them for both old and new members.

It is the job of the board to encourage, strengthen, and supervise committees. Board members suggest people and recruit committee members. They keep informed about committee performances, requiring regular reports, and they lend a hand to strengthen them when needed.

Let's Play House

Raymond T. Wiley

MOST LITTLE ten-year-old girls dream of the day when they will be grownup and have a house of their own in which they can be the mother, cook and housekeeper. And, for most of these girls, dreaming is all that they can do when they are ten. But this is not necessarily so for certain lucky little ladies who are fortunate enough to live in an area surrounding one of the three Smith Memorial Playgrounds and Playhouses in Philadelphia.

In a system believed to be somewhat unique in playground setups, the Smith Memorial Houses have built make-believe villages complete with houses, stores and banks right in the center of the recreation grounds.

Each small house has three sides which are collapsible and which are rolled up at the end of the day.

Each home has a "mother," usually a girl twelve or thirteen years of age, who supervises the activities of several younger children. At the beginning of the day's play, the "mothers" go to the bank and draw out their money. With this they start their shopping tour, stopping here and there to chat with a neighbor about the latest happenings.

In the village are a dairy and produce store; meat market; grocery, fruit, toy, hardware and drygoods stores; a barbershop and bank. Each store is run by a boy who sells items that are cleverly designed to look like the real thing.

The bank has a president. There is a chief of police and his staff, and a mayor and his council. All these officials are elected by the children.

One thing amusing to see are the first and second grade youngsters, just coming from school, gleefully joining the village school in order to play teacher and pupil.

The days on which the village is open are the days of heaviest enrollment. The Smith centers have found the village setup very satisfactory, and the little girls and boys think that there is nothing like playing at being "grownup".

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DAY CAMPS

and How They Operate in PITTSBURGH

IN THE FALL of 1933, a group of citizens met with the bureau of recreation to discuss the problem of camping for the children of Pittsburgh. Because of the depression and the general lack of facilities for the lower economic level, it was felt that some sort of camping experience should be made available to the city's children. With this thought in mind, the discussion covered transportation, food, program, location, personnel, supplies and equipment. It was determined that the program should be, as nearly as possible, a camping program confined to daytime activities. This, because it was felt that a day camping program was the only satisfactory solution under the circumstances. Transportation would be through the use of streetcars which could be obtained at a special rate following the rush hour in the morning and preceding the rush hour in the evening. The food to be supplied would be a well-balanced lunch of either the sandwich or cook-out type for the five days of the week—Monday through Friday. The equipment necessary for cook-outs would be kept to a minimum in order to encourage the campers' use of those things which were available. The supplies for activities largely would be obtained from natural materials, supplemented by paints, glue, crayons, and so forth, from the recreation supply list.

The selection of children was governed by several factors: 1) the age, which was seven to twelve years inclusive; 2) availability of transportation; and 3) the recommendation of the recreation center or the agency which sponsored the child. For several years, namely from 1934 through 1939, camps were held at six parks in the City of Pittsburgh, which are now the present sites of Frick Park, Riverview Park, Schenley Park, McBride Park, Highland Park and McKinley Park. The program was such that the children were kept away from the main travelled areas in the park and were taught the basic factors of conservation in all of their camp program.

Objectives and Purposes of the Day Camp:

We hold to the standards adopted by the American Camping Association as the goal which camping administrators should reach. These may be restated many different ways:

1. To bring the child into relationship with the sky, the earth and the largest space in which we live.

2. To develop an appreciation of the out-of-doors and all it involves.

3. To offer relaxation from regimented schooling, giving the child a feeling of a happy, free and adventurous experience.

4. To develop a changing association with more intimate group living.

5. To offer an opportunity to join in and contribute to a plan of living for a day or a week.

6. To develop skills, resourcefulness and interests that have long-time values.

7. To offer a safe and healthful experience, guided by a counsellor who cares to develop better attitudes.

Preliminary Organization:

1. *Food*: The contract for day camp lunches is decided by open bidding and handled by the City Law Department and the Department of Supplies of the Department of Recreational Activities.

2. *Transportation*: This item is arranged by the

camp director with the chartered division of the Railways Company. Costs are definitely set on a man-hour basis by the company. Schedules have been worked out and have been in effect for several years. These trips cover the populous areas of the city. Six trips per day, going and coming from three camp locations, are used.

3. *Allotment of Campers*: This is based on 100 children to each camp for one week. Some agencies can supply the full quota and, in some cases, several agencies in the same district are grouped together. The allotment schedule is set up weeks before camp begins with last season's results as a guide. This schedule, containing date of camp week, name of camp, district to be served, agencies to contribute children, is distributed to all people concerned. This is the basic work sheet from which the director organizes camps.

4. *Physical Examination Schedule*: Each Thursday, previous to the week in camp, the new groups of campers are examined by city doctors as a precaution against contagious diseases. This work sheet contains date of examination, which camp, where examination will be held, the time of examination and agencies involved. The City Health Department cooperates closely with the day camps in this work.

5. *Forms Necessary*: (to conduct a day camp on such a basis) are:

a. Application blanks for parents' permission to go to day camp.

b. Flyers, used by the agencies to advertise camps, dates, and so on.

c. Reports on the proposed allotment or schedule of camps and agencies.

d. Reports on examination places and dates.

e. Medical and record card, used by the doctor, filled out by the agency, distributed to the camp counsellors by the director and records placed thereon by the counsellor as to interest, improvement, and so forth, of the camper.

f. Streetcar passes are distributed to the agencies for those children who pass the physical and come within the age limit of seven to twelve years. The pass shows the name of camper, the camp, and stops at which he can board the chartered car.

g. Weekly report form for the head counsellor, for such information as number of boys, number of girls, color, ages, number of days attended and the volunteers who aided the camp.

h. Visitation report for the director and assistant for each visit they make to camp.

i. Program form which divides the week into sessions and should show what the program will be for each counsellor.

j. Form to keep a running count of the attendance in each camp, for each day. This aids the assistant director in determining the number of lunches to order for the following day.

These forms are turned out by the typist of the Bureau of Recreational Activities. The director begins working on organization and operation in the month of June for the camp opening the first week of July.

Staff Organization and Institute:

1. Interviews from eligible civil service lists are made by the director weeks before camp opens. These people have taken special camp counsellor tests. All candidates file a tax form and history of experience, also the usual personal information.

2. The choice of staff and notification is made by the director after consultation with the superintendent of recreational activities.

3. A three-day counsellor workshop is held in one of the city nature museums. Experts from the city recreation staff on crafts, nature, storytelling, the administration of camps, are present to teach the new counsellors how to go about their duties. Cook-outs are a part of this experience; also visits to the three-day camp sites for orientation. Assignments to camps are made after the administration has had an opportunity to work with the new counsellors.

Program of Actual Camp Day:

The total camp is divided into family or tribe groups of at least five groupings—as we have a staff of five in each camp. If volunteers are available, the camp can be divided into smaller family units. The program itself includes: assembly after hiking from the streetcar stop; flag salute; singing; five-minute talk, very general, by the park naturalist on behavior and park rules in relation to nature; then a break into groups with counsellors. Each group goes its own way with its counsellor who may have plans for any of the following activities: arts and crafts—mostly using materials nature has left for us to play with; hikes — explorations, pot-of-gold hunts, nature walks, visitations; cook-outs—over trench fires, twice a week, learning how to build small fires and to cover them when through; fishing—making own poles and constructing own tackle; group eating—sandwich lunch, three days; trips to museums, stables and observatory; clay modeling—using clay collected in park.

Special activities also come up from time to time, such as the safety clown event, at which time all groups report to a general assembly. Day

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camps attempt to have the children carry on their activities away from the main shelter, each group having its own base or home or hideaway by itself. The head counsellor directs from the main shelter, distributes food from there, and connects the camp with the outside.

Essential Routine Duties of the Director and Assistant Director in Running the Camps:

1. Receiving the daily count from each head counsellor as soon as the group reaches camp.

2. Ordering the lunches for the next day (generally based on present day's count of campers).

3. Following-up calls, either by phone or in person, to the agencies to determine the load for the coming week. The necessary materials are distributed to the agencies—such as the schedule, applications, medical and record card. We must know the size of the new group to make adjustments in staff, lunches, passes, and so forth.

4. Picking up medical cards on Thursdays after the examination at the agencies. These are arranged by the assistant according to ages, for this aids the counsellors in grouping.

5. Meeting with counsellors once each week—on Friday afternoon—to discuss the past week of camping and to plan for the next week. Here is the time for the counsellors to lay their troubles on the table for discussion.

6. Checking the weekly report of the camp, as against the head counsellor's daily count.

7. Handling publicity for all papers, radio, etc.

8. Handling the many details which help keep the camps running smoothly and efficiently.

9. Distributing supplies as needed. This requires contact with the warehouse and knowledge of what supplies are carried in stock and what material needs special order.

Final Records and Report to the Superintendent of Recreational Activities:

This detailed material keeps him informed on present operation and guides him as to future plans concerning the camps. It includes: reports on each counsellor and on total number of campers and their age, sex and color; records of the number of volunteers; total camper days in all camps; costs of transportation, food, supplies used, staff salaries; supplies on hand for next season; comparison study between last season and this season as to effectiveness of the day camp program; average attendance by camp and by week; names of agencies contributing children to the camps; recommendations for the coming summer.

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IT'S **Wilson**
TODAY IN SPORTS EQUIPMENT

DAY CAMP . .

Crafts groups were rolled onto the porches and lawns.

THE COMING OF summer means many wonderful things to the average child. Early in the spring he begins to dream of freedom from school, vacation time, carefree play out-of-doors. Perhaps he will go to camp where he will swim in a lake, climb a hill, sleep in a tent, or sit around a campfire roasting weenies and marshmallows, singing songs and listening to stories interspersed with the calls of birds. Maybe he will even see a deer.

If he doesn't go to a camp away from home, perhaps he'll go to a day camp. A bus will take him and his friends to some spot of enchantment where all the activities of a regular camp, except sleeping out, are conducted.

It may be that he will have fun on a playground or at a beach. In any case, summer will be full of play with the companionship of friends. Yes, summer is a time for rich childhood living.

But, it was June, and our sixty children, ranging in age from two to seventeen, were not looking forward to the summer ahead. There were no happy dreams for them. On the contrary, they dreaded the summer. There was nothing in store for them but sheer boredom. They were children confined to bed; little patients recovering from orthopedic illnesses. The time spent in the convalescent hospital would run from six months to six years.

Miss Adler is director of Country Home, a hospital for joint diseases, Far Rockaway, New York.

During this period, the majority of them would be restricted to bed in order to keep weight off healing bones. A few were in the sit-up-in-a-wheel-chair stage and a very limited number were permitted a few hours of walking or standing with the aid of crutches.

"Here," we said, "is a golden opportunity to bring joy to these children and to enrich their lives. They cannot go to camp, but we can bring a day camp program to them." We mentioned the possibility of such a program to some of the older children. Their delight, eagerness and anticipation were wonderful to behold. Immediately they began dreaming—and how good it is to dream again when you are ill. "Of course," they said, "we will not have campfires, but it will be something to do."

We divided the children into five groups, according to age. They were rolled, in their beds, out-of-doors, onto the porches and lawns. The day began at nine a.m. with flag raising, community singing and the usual camp announcements. A portable organ and a public address system proved very helpful. The program included music, crafts, nature study, puppetry.

Campers created articles in plastic, metal, leather.

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for Children in Bed

The children could not take long walks in the woods or kneel down beside an upturned rock to study the pattern of ant community life. Nor could they sit on top of a hill in the early dawn to watch the sunrise. However, birds flew by our "camp," too. There were interesting cloud formations for them to observe. The nature counsellor brought a large variety of leaves for them to identify and mount. Shell and pine cone crafts were popular .

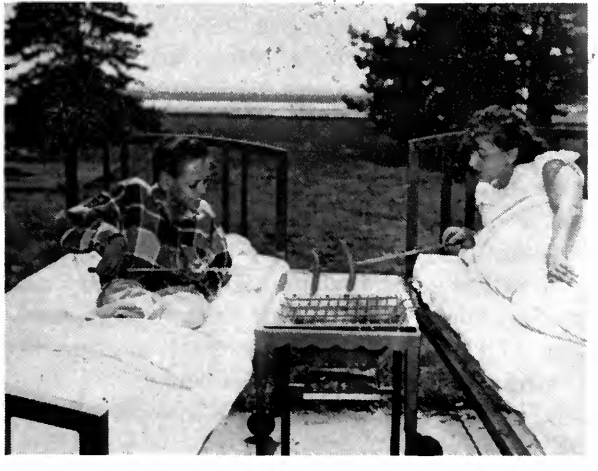
They could not go to a workshop for crafts but a portable table (utilizing an instrument table) was rolled to the beds, carrying a full array of tools and supplies; and, with the addition of overbed tables, patient-campers created in plastic, metal, leather and yarn.

They could not walk across a stage as characters in a drama, but they created plays using a table for a floor, a frame for a stage and puppets for actors. There was a great deal of music—singing and a rhythm band. For the younger children who were not in plaster and could be lifted, we provided a plastic splash pool. We also built a movable sail pool, bed height, to float boats.

The day camp program was highlighted by the campfires—real ones—about which were featured community singing, storytelling and entertainment. An Indian dancer performed in costume. The children participated in a song fest. Each group created and sang its own songs. There was a quiz program with prizes, followed by a box picnic supper. Best of all were the cook-outs. Portable charcoal grills and extra long toasting forks made this activity possible.

The children were extremely happy, frequently forgetting that they were ill. The pace was considerably slower than in a day camp for well children. The limitations, which the medical care required, were always carefully observed by the staff. Every piece of equipment was portable. Sufficient time was allowed in planning our program to permit the distribution and collection of supplies. Instead of campers going from one activity to the next, the staff shifted from group to group. A hospital attendant had to be available to transfer beds and children. The recreation staff were particularly sympathetic and adaptable which, in the final analysis, made the program possible.

Cook-outs were best, utilizing grills and long forks.



Equipment was portable, moved from place to place.

Most popular during two years of summer program in St. Louis Park, Minnesota.

Crafts

FOR OUTDOOR PLAYGROUNDS

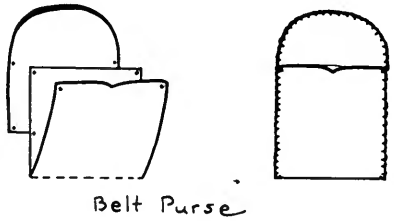
MYRTIE G. HOUPT

"BOY, AM I THIRSTY!" is a signal for showing how to fold a drinking cup from a square of water-tough paper.

Crafts for large groups outdoors must be of a simple nature and useful. A coin purse to slide over a belt or snap on a wrist simplifies pocket bulges. These are made of felt, or leather scraps, sewn or laced with a blanket stitch or overcasting.

Keys fascinate children—whether essential or for something to jingle—so chains or necklace lanyards of plastic lacing are popular items that give opportunity for color selection and develop skill with small muscles of the hands. Two-strand flat braids are easiest; then four-strand round or square braids come next in popularity. Bracelets are favorites, too. The finish for a two-strand flat bracelet uses a kindergarten wood bead or shoe button.

On hot days, basketry has an appeal, since the reed must be kept moist for weaving. The dip into a pail of cool water is reward for any difficulties involved. Children should be nine years old or over for basketry, otherwise their fingers are



too small to hold the reed securely. Little tots like clay modeling on hot days. Since equipment is limited, modeling of animal forms is encouraged.

Still, humid weather is ideal for finger painting outdoors. Children of all ages enjoy playing with color and smearing directly on smooth, non-absorbent paper. Hot sun dries the paint too fast. A windy day makes any paper work hectic for maximum enjoyment. Spatter prints of grasses, marbleized paper, of finger painting, make good folders for invitations to parents and grandparents when a special playground feature might interest them.

Day camp, with its remote location, makes a good place to pound four-inch metal aluminum discs into small dishes. Pounding appeals to the boys. The metal involves more cost per person than any of the other crafts mentioned, but being an outlet for rough energies, it is worthwhile.

Waste materials from homes and local factories make up into useful items. Long-necked bottles with large openings can be wound with lacing scraps for handles, then the bulge part painted with harmonizing designs. Old nail kegs can be painted for gay waste collectors on playgrounds. A gasket company became a source of cork and asbestos discs to make into checkers and coasters for decorating with paint or crayon design. Old inner tubes make good covering for drums when stretched over one-pound coffee cans with top and base removed, laced with plastic braid or stout string.

Miss Houpt directs arts and crafts, St. Louis Park.

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Sandbox projects involve a variety of paper work and simple skills. Miniature models are used in many commercial fields, and the group experience of achievement is the visual counterpart of orchestration to the hearing sense. The first year, one contest was held with the theme "United Nations". The second year, two contests were held—one for the seedlings (seven and under) on summer fun; the second for the sprouts (eight and over) on "Minnesota Centennial". A watermelon feed was the prize.

The final play day inspires playground pride and stimulates the use of insignias, banners or posters. Insignias for our playgrounds were made of combinations of felt, wood beads, cork and pipe cleaners. The banners were made of crayonex designs on dish toweling. Wax crayon designs (not pressed) on cloth (or cork) melts into the material if placed in the hot sun. Color should be rubbed into both sides of the material.

During play day, craft competitions are high-points of interest. These serve a two-fold purpose: further stimulation to the best craftsmen of each playground; and the showing of some of the craft activities for the benefit of parents. The following have been tried successfully (time limit fifteen minutes):

Acorns (Teen-agers)—

1. Clay modeling, each receiving a lump of clay in the right consistency for modeling, wrapped in a wet cloth. Award is made for the animal best formed—most expressive as well as original.

2. Finger painting—when time is called, the sheet with the most rhythmic pattern is winner.

3. Dressing clothespin dolls that have been mounted in a sawdust base with paper and yarn scraps is done with paste and scissors.

4. Lanyard lacing calls for speed and quality of braiding. Each contestant is given two strips of lacing, a clip, and stationed by a nail driven in a post before the signal is given for the start.

5. Basketry contestants are allowed as much time as needed. The best formed basket shape with good weaving wins.

Sprouts (Eight years old to teen-agers)—

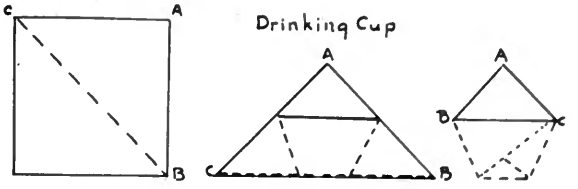
1. Clay modeling, same as above.

2. Finger painting, same as above.

3. Bracelets of plastic lacing in a two-strand flat braid.

4. Drinking cups from squares of meat market vegetable parchment folded after the signal is given. The first to finish and drink from the cup is the winner.

5. Millinery contest of paper plates, calling for a variety of paper, paste. Day campers used bur-



dock leaves, bird nests, pods, grasses and so forth for a novel contest of their own.

Seedlings (Seven years old and younger)—

1. Clay modeling.

2. Finger painting.

Winners are given a gift kit of material similar to that used when winning. Special awards are given to the outstanding craftsman on each playground. Not only workmanship is considered in the selection, but neatness, care of materials and spirit of helpfulness.

Most of our playgrounds are outdoors without covered buildings for storage of equipment. Army tool boxes are supplied (painted forest green). These have false bottoms in which are stored paper, scissors, pencils, bits of screening (for spatter prints), India ink (for posters and marbleizing paper), water-color brushes, wooden beads, paste and crayons. Game equipment fills the top. This arrangement means that the leader picks up special craft supplies at a weekly leaders' meeting where some instruction is given. The arts and crafts member on the central staff is available to give demonstrations of more involved crafts at individual playgrounds.

Often playground leaders have had extensive training in athletics, but little, if any, in crafts. Occasionally, applicants have had a course in one craft or in water color. The exploratory type of craft course gives leaders a better background with which to fit into programs.

Constructive hands are useful in all walks of life. Having fun by making something from very little forms a habit of thinking that is a good attitude to develop. Paper construction, braiding, basketry, weaving, lacing, sewing, stencilling, finger painting, and metal shaping have many possible combinations. The finished product is of less importance than training to see constructively. If a craft solution meets the need of the child's activity, it is more highly prized than a long involved craft which may be better for exhibition purposes only.

Suggesting one that is ideal for small apartments.

WANT A PET?

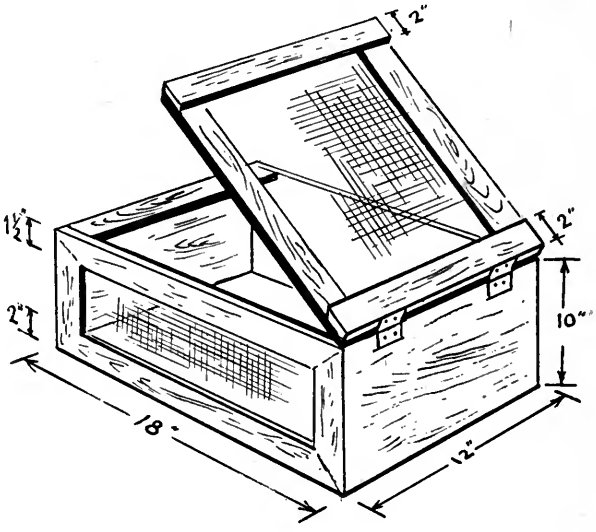
HELEN M. KLEMM

THERE IS NOTHING so sad as a boy who is longing to own a cat, who has read all the literature on how to keep a cat well and happy, but can't have one because he and his mother live in a furnished apartment where cats and dogs are not allowed. Of course, you can make friends with the cats in the street or with the ones sitting in front of the groceries. You can even have fun with a few salamanders and snails you have found in the woods; but this cannot substitute for the joy and feeling of friendliness that a nice kitten or a bouncy puppy can give you when you come home from school and find one waiting for you.

We had given up hope of having a real pet very soon; but, one day, my boy Kai came across a little ad: "The golden hamster, often called toy bear, delightful pet, clean and odorless, weighs only four ounces, lives in small cage." What in the world was this attractive little creature? Most of my friends never had heard about it. I consulted Webster: "A species of grain-storing rat, with two pouches, and a short tail." In my mind I saw this mysterious hamster whizzing over the furniture, gnawing everything gnawable, and storing cake, candy, bread, cookies and so forth in his pouches. We were completely bewildered. There was not the slightest relation between Webster's sober information and the friendly description in the ad.

Hamster ads kept on appearing in many magazines. "Perhaps it's a kind of rat with a very friendly disposition," the boy pleaded. Finally, the mystery was solved. In one magazine Kai discovered a picture of a hamster. Perched on a letter scale, a roundish, furry little animal looked at us expectantly with large bead-like eyes, its tiny nose ornamented with long whiskers. Nothing whatsoever reminded one of a rat; you would rather call it a strange mixture of a bunny and a bear,

Events moved quickly and to everybody's satisfaction after that. A friend phoned to ask whether we would like to see a hamster pair which her two boys owned, and whether Kai would care to have one of their young. What a question! The next few days were devoted to the construction of a comfortable cage, filled with a thick layer of wood shavings and two small food containers. Finally the big day arrived, and we went out to select the longed-for pet. There followed a long conference between Kai and his two friends and, finally, I was presented with a small girl hamster which,



according to Kai's judgment, was especially healthy-looking and had a really friendly smile.

Woodie-Wiggle, as she was named, soon settled down in her new home. She devotes much time to the arrangement and fluffing up of her sleeping quarters which consist of cotton and a few tissues, regularly changed for cleanliness. Here she sleeps most of the day. Eventually, she takes a very light breakfast—a few drops of milk and one or two chips of cereal or grain—and immediately retires sleepily.

Mrs. Klemm is now preparing a book for parents suggesting creative week-end fun ideas for their children according to all the seasons of the year.

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In the evening, until late in the night, she becomes lively and very active. After a terrific stretch and a healthy yawn, she is all set for exploring unknown territory. Quickly she gobbles all the food she finds—grains, dog food, lettuce, and the like—not bothering to chew it properly, just filling her pouches at high speed. If too inconvenient to hold, she races into her storage corner near her bed, disappears, and empties her pouches in privacy. Then she begins climbing the screening of her cage or the stepladder and the vertical wooden bars running across her enclosure. Impatiently she pushes against the top of the cage, biting and pulling at the materials separating her from the outer world. As soon as Kai opens the top, she swings gracefully over its rim and is gone in no time. But most of the time she glides into one of our hands, and we carry her to the sofa or any place other than the floor. A hamster may easily get some infection on her feet when exposed to splinters or sharp objects.

There is nothing Woodie likes better than a visit to my writing desk. Every little nook is carefully inspected—bills, letters and stamps turned upside down. One or two nuts are hidden there, and she usually finds them; she does not care to open them, however, and they just disappear into her pouches, giving her face an entirely different expression. Unfortunately, there is not time to play with her all evening, and she is put back into her cage, although she shows no sign of exhaustion or sleepiness.

The cage is protected with a warm cover during the winter to keep off the drafts, as a hamster, in spite of her warm fur, may easily catch pneumonia. But, if carefully watched, kept clean and properly fed, there is no such danger. However, if one detects anything suspicious, such as a reddened paw, a bare spot on her coat or a constant scratching, it is advisable to consult the doctor. Sometimes a telephone call is sufficient if you can describe the ailment, and simple medication is enough. One thing, however, must not be neglected —in addition to proper physical care a hamster needs lots of affection, play and gentle handling.

For all those who would like to have as much fun and pleasure with a hamster as we, here are a few practical hints on cage building, hamster hygiene and daily food.

The cage can be made from an empty fruit box —the best from crates that held pears or apples for they are strongest and most durable. A good size is eighteen-by-twelve-by-ten inches (see drawing). As the hamster must have plenty of light and fresh air, three sides of the cage must be screened. To cut out the sides, drill holes at each corner and insert a coping saw. Cut an opening six-and-one-half-by-ten inches and repeat on opposite side. A piece of wire screening (available at any large hardware store), with openings of one-fourth of a square inch, must be about one-half inch larger than the openings on all sides, so that it can be attached with heavy wire staples to the inside of the box. Ask the hardware man to cut the wire screening for you in case you don't have tin snippers or wire clippers. It is very important to have no sharp wire ends protruding from the screening.

The lid can be constructed from scrap lumber or get a board eighteen-by-twelve-and-one-fourth inches and cut out a piece fourteen-by-eight inches. Get a piece of screening sixteen-by-ten inches and attach with wire staples. Almost any kind of butt hinges can be used and attached with wooden screws. Attach a hook and eye to the lid in order to fasten it when closed. Place in the cage a large layer of wood shavings. Almost any lumber yard will furnish these free. The best kind are those in large sacks, sold as animal bedding in pet shops, for they are clean and sanitary with a nice smell. Bedding should be changed a minimum of once a week, and all stored food should be removed.

Hamsters will thrive on any kind of grain (available at pet shops), cereals, nuts, raw vegetables, especially lettuce and carrots, but never on onions or garlic. A small piece of cheese and apple will be greatly appreciated. One of the best hamster foods is dried dog food containing a minimum of twenty per cent protein. A small dish should be filled each day with the daily ration and another container with fresh milk or water.

For further information, you always can turn to the question house of zoos or to nature museums or libraries.

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YOUR SPRING CALENDAR

APRIL

15-16—"Bread and Butter" Conference on Child Welfare, Hull House, Chicago, Illinois (in connection with the Mid-Century White House Conference on Children and Youth).

22-29—National Baseball Week (sponsored by The Sporting Goods Dealer, 2012-18 Washington Avenue, St. Louis 3, Missouri).

23—William Shakespeare, 1564-1616.

24-30—American Camp Week. (Write the American Camping Association, 343 S. Dearborn Street, Chicago 4, Illinois.)

26—John James Audubon, 1785-1851, pioneer American ornithologist, naturalist, painter and writer.

29-May 6—Boys and Girls Week, United States and Canada. (Write Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Illinois.)

MAY

1—May Day.

7—Robert Browning, 1812-1889.

7-13—Be Kind to Animals Week.

7-14—National Music Week. (For free 1950 Letter of Suggestions, write National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10, New York.)

18-June 18—Father-Child Month. (Write National Father's Day Committee, 50 East 42nd Street, New York 17, New York.)

20-27—National Fisherman's Week.

21—I Am An American Day.

21-30—National Park and Recreation Week (sponsored by Park and Recreation Week, Room 305, 116 S. Michigan Avenue, Chicago 3, Illinois).

30—Memorial Day.

Joseph Lee Day

Joseph Lee Day—July 28—is celebrated on playgrounds everywhere. There should be a very special event, or series of events, honoring the "godfather of play," and plans should be made early. The National Recreation Association will be glad to send material on observance of that day to anyone requesting it. Also, it is suggested that you look through your back files of RECREATION magazine and the Bulletin Service.

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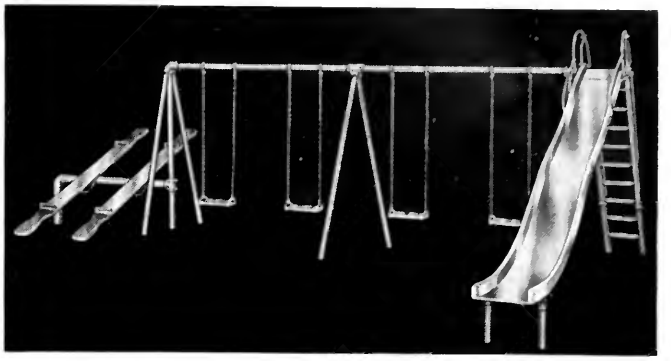

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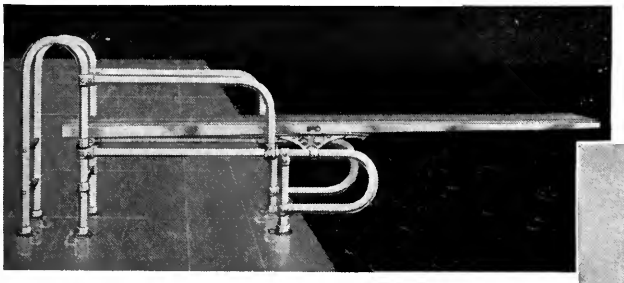

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Whatever the sport — badminton, croquet or baseball—it is a foregone conclusion that a lawn that can take punishment is needed. That is why turf for play courts receives special handling in starting and upkeep. Also, it is well to realize the importance of developing a deep root system in such sod. Deep roots mean a closer knit turf and tougher top growth. They mean, too, a deep seed bed preparation, down to six or eight inches at least. The topsoil should be loamy and contain plenty of organic matter and an abundance of nourishing grass food. Final grading is carried out so as to provide surface drainage for the playground lawn. The subsoil fill must be graded similarly so that the topsoil will be of uniform depth over the entire area.

Selection of sturdy varieties of grass to plant on the play court is of no small significance. The most successful play areas have grass seed containing the relatively new strain of Alta Fescue. This is a deep-rooted perennial with top growth which, when mature, can withstand sustained use better than any grass so far developed. It grows vigorously right through spring, summer and fall, just when other varieties tend to lie down on the job. However, Kentucky Bluegrass, Perennial Ryegrass, Chewing New Zealand Fescue with some Bentgrass have also proved successful on baseball diamonds and football fields. It's wise to let a reliable seed firm prepare this grass seed mixture for your playground area.

High mowing is another important factor that encourages the formation of a vigorous sod. Cutting weekly or mowing every ten days or two weeks is recommended, but with the mower set to cut two to two-and-one-half inches. A lower cut will be necessary only if the area is used for croquet.

Watering thoroughly whenever needed will keep the sport sod growing actively. Deep, soaking applications of water in the absence of rain are a must. — C. B. Mills. Reprinted from the *New York Times*.

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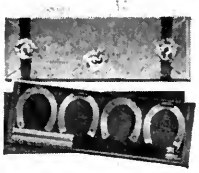

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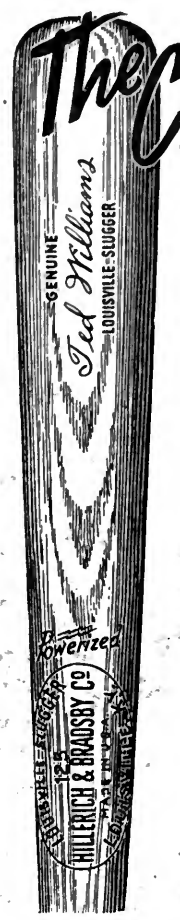

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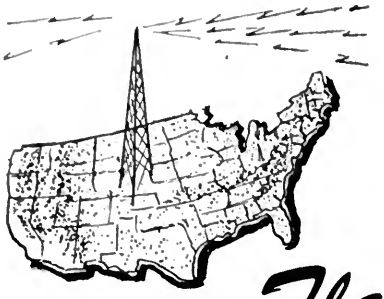

Flashes from the FORTY-EIGHT

Pennsylvania: The Recreation Planning Specialist of the State Planning Board has completed, in chart form, "An Analysis of Pennsylvania Recreation Program-Areas and Facilities" . . . The State Planning Board and the Public Service Institute of the Department of Public Instruction conducted a trial training institute for city officials, school superintendents and playground leaders last year. A number of training institutes is planned for this year throughout the state so that no one will have to travel more than fifty miles. In addition to institutes for administrators, there will be two-day workshops for playground leaders . . . Pennsylvania sells more out-of-state hunting and fishing licenses than any other state . . . A tremendous state park expansion and development program is underway in the state. A minimum of sixty-seven wayside areas are to be acquired and developed by the Department of Highways . . . A course in parks and park administration is being offered this year for the first time by the Department of Horticulture of the School of Agriculture at Pennsylvania State College.

Florida: Another series of recreation leadership training courses has been worked out this year by the University of Florida Extension Division in cooperation with Florida State University. Plans call for courses in arts and crafts, music and social recreation, to be given in cities throughout the state. This will be the third year of extensive recreation leadership training courses under the auspices of the Extension Division.

Washington: The new acting supervisor of recreation of the State Parks and Recreation Commission worked with eighty-nine communities between the time of his appointment on May fifteenth until about the middle of December . . . Driver license fees have been upped from two dollars to three dollars, with one dollar and ten cents from each license fee earmarked for the State Parks and Recreation Commission. In addition, the commission receives a quarter of all highway fines, and can spend revenues without appropriation . . . A State Advisory Committee on Organized Camping has been appointed, and committees are at work on the following assignments: campsite development, camping standards, research, group camp administration, recreation division camping services study. A statement of policy regarding organized camping was prepared and has been adopted by the Parks and Recreation Commission . . . The Department of Education received applications for financial assistance with recreation programs from 175 school districts; 169 school districts had active programs.

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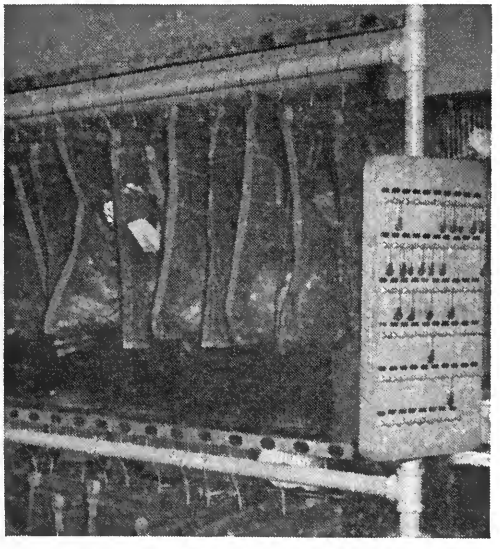

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Magazines and Pamphlets

Research Quarterly, December 1949
A Study of Existing State High School and other Selected Athletic Benefit Plans, Walter E. Marks,

Survey, January 1950
Trial and Error in St. Louis, James Lawrence.
Television—Hopes and Limitations, Charles A. Siepmann.
Modern Cities—Now or Never, Henry S. Churchill.

Nation's Schools, February 1950
Schoolhouse Planning.

Scholastic Coach, January 1950
Does Floodlighting Pay?
St. Joseph's New Stadium, Leon Burgoyne.
DeLuxe Model Gym, J. H. Griffin.
The Equipment Room, Frank J. Murray.
Space Utilization and Gym Seating, Harold R. Sleepe.
Sanitation of the Facilities, C. O. Jackson.

Park Maintenance, January 1950
More Fun in Parks in Winter than Summer for Many Enthusiasts, Leigh J. Batterson and Arthur J. Roscoe.
Plant for Color to Attract Visitors to Your Parks, Robert B. Clark.

Parks and Recreation, January 1950
Government Loans to Parks under Public Law 352.
Importance of Outdoor Education, Roberts Mann.
High Court Says Recreation Tax Must Be Paid.
"Bobby Kidney Sunshine Club," Jackson J. Perry.
Portable Platform for Varying Uses, James S. Stevens.
The Maintenance Mart.

Books Received

American Folklore Fancies, Franz B. May, Anglobooks, New York. $.3.50.

Bases Loaded, Wilfred McCormick. G. P. Putnam's Sons, New York. $2.00.

Big-Time Baseball, Harold H. Hart and Ralph Tolleris. Hart Publishing Company, New York. $2.95, deluxe binding; $1.00 paper-covered-edition.

Camp Counseling, A. Viola Mitchell and Ida B. Crawford. W. B. Saunders Company, Philadelphia.

Campaigning for Members, Herman A. Sarachan. Association Press, New York. $3.00.

Chance to Belong, Duane Robinson. The Woman's Press, New York. $5.00.

Community Health, Laurence B. Chenoweth and Whitelaw Reid Morrison. Appleton-Century-Crofts, Incorporated, New York. $3.00.

Creative Play Acting, Isabel B. Burger. A. S. Barnes and Company, New York. $3.00.

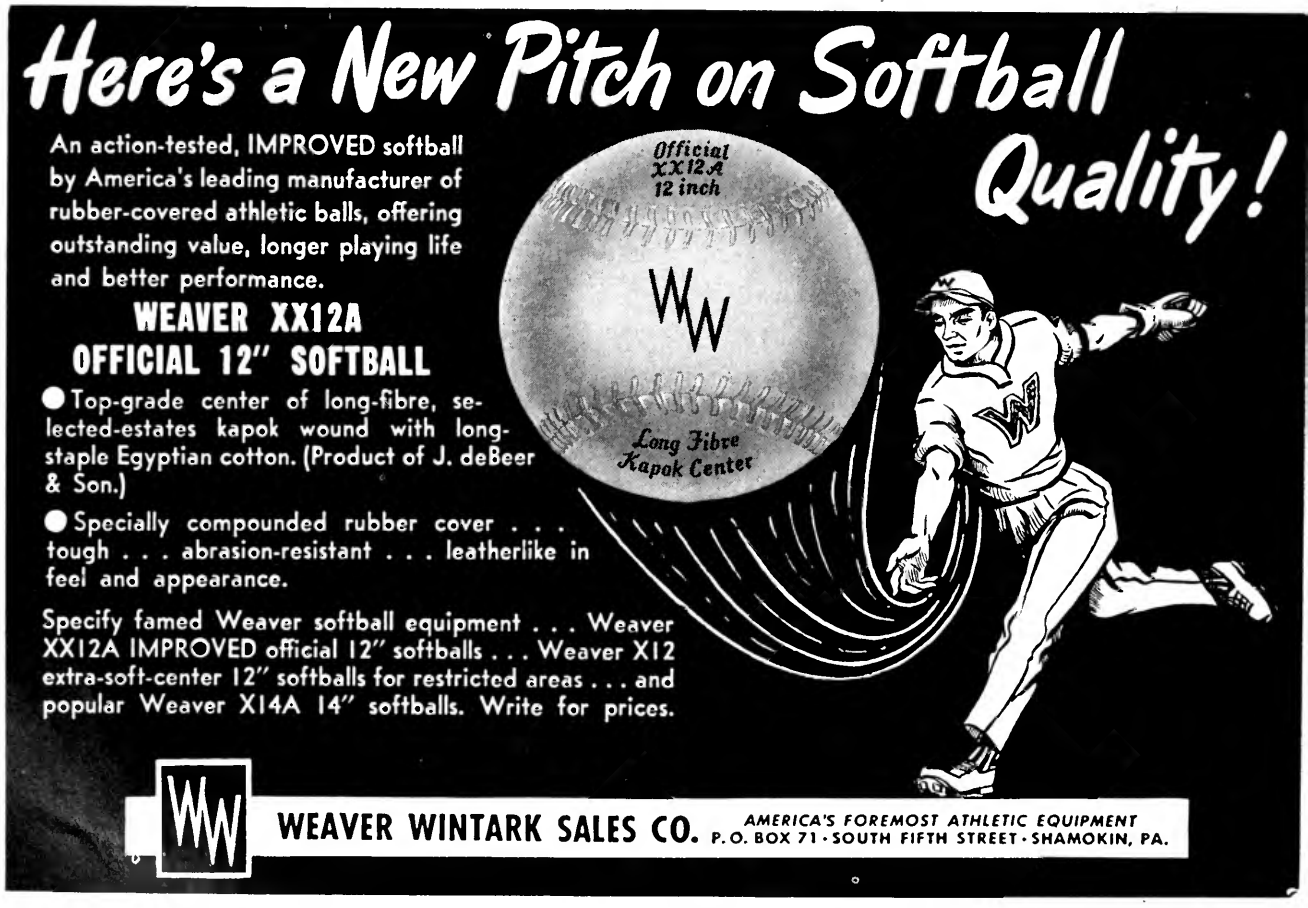
Crowded House, The, Fan Kissen. Houghton Mifflin Company. Boston, Massachusetts. $1.88.

Dances of Early California Days, Lucite K. Czarnowski. Pacific Books, Palo Alto, California. $5.00.

First Fifty Years, The, Fiftieth Annual Report of the Superintendent of Schools, Board of Education, New York City.

Funny Riddles and Rhymes, edited by Frank Furness. Hart Publishing Company, New York. $1.25.

How to Know the Wild Flowers, Alfred Stefferud. The New American Library, New York. $.35.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The selected editorials, written between 1909 and 1949—the period of Mr. Braucher's service as executive secretary and president of the Association—reflect his thinking on recreation administration and leadership, and the importance of worthwhile leisure-time activity to the individual, his community and his world. A number of the Christmas messages which he sent to his friends and associates through the years will also be included.

The Problem of Surfacing

The American Institute of Park Executives, the American Recreation Society and the National Recreation Association have jointly appointed a committee on the surfacing of recreation areas to collect information as to surfacing methods and materials, to appraise their effectiveness so far as possible, and to encourage experimentation.

Marcel G. Montreuil Dies

Visitors to the National Recreation Congress in New Orleans will be sorry to hear of the recent death of Marcel G. Montreuil, general manager of city parks, who was their host at the breakfast under the elms.

Proceedings Available

Copies of the proceedings of the Fourth Annual Pokagon-Great Lakes Training Institute may be obtained, at two dollars per copy, from the University Bookstore, Indiana University, Bloomington, Indiana.

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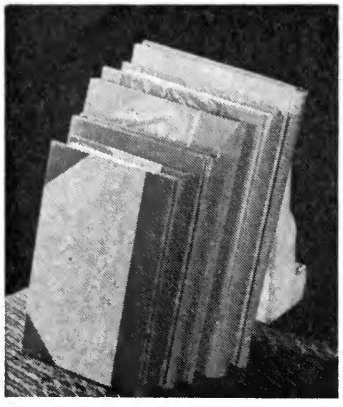

New Publications

Covering the Leisure Time Field

Nature Crafts

Ellsworth Jaeger. The Macmillan Company, New York. $2.49.

ANY LEADER working with a nature group this summer will want to know about the new book by Mr. Jaeger. It explains how to use the resources of fields, woods, and even vacant lots for fascinating crafts projects. Only a few fundamental tools are needed, such as a pocket knife, axe, saw, a bit and brace, and scissors. Sixty-four projects offer a wide variety—a craft hut and furnishings, Indian willow beds, weaving, gourd bowls, bark pocket books, bird feeding gadgets, and so on. Mr. Jaeger, Curator of Education, Hayes Professor of Science, Buffalo Museum of Science, is widely known as author of *Wildwood Wisdom, Easy Crafts, Tracks and Trailcraft,* and *Council Fires.*

Big-Time Baseball

Harold H. Hart and Ralph Tolleris. Hart Publishing Company, New York. $2.95, deluxe binding; $1.00, paper-covered-edition.

BASEBALL know-it-all, ladies' day spectator, or any other kind of a baseball fan, you'll read this book from cover to cover. Within its 192 pages you'll find a record of major-league proceedings for the half-century between 1900 and 1950. Here is an array of colorful personalities of today and yesterday—Bill Dickey, Lou Gehrig, Ty Cobb, Joe Di Maggio, Ted Williams, and other greats—as well as thrilling episodes, records, blunders and big moments. There's even a section on baseball humor and Ernest Thayer's immortal poem, "Casey at the Bat". To top it off, there are more than forty full-page photographs of today's stars and dozens of amusing illustrations. Here's a book that has a home run in every page!

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Recreation Training Institutes

May, June 1950*

HELEN DAUNCEY Social Recreation	West Central States May 1-12	Schedule being developed.
	Buffalo, New York May 22 and 23	Miss Grace A. Reeder, Director, Bureau of Child Welfare, State Department of Social Welfare, 112 State Street, Albany, New York
	Syracuse, New York May 24 and 25	Miss Grace A. Reeder, Director, Bureau of Child Welfare, State Department of Social Welfare, 112 State Street, Albany, New York
	Syracuse, New York May 26	Mrs. Helena G. Hoyt, Director, Municipal Recreation Commission, City Hall
	Albany, New York June 1 and 2	Miss Grace A. Reeder, Director, Bureau of Child Welfare, State Department of Social Welfare, 112 State Street, Albany, New York
	Greenville, South Carolina June 12-16	H. F. A. Lange, Director, Parks and Playgrounds, 100 East Park Avenue
	Pottstown, Pennsylvania June 19-23	Francis Donnon, Director, Pottstown Recreation Commission, King and Penn Streets, Borough Hall
ANNE LIVINGSTON Social Recreation	Klamath Falls, Oregon May 1-5	Samuel H. Smith, Superintendent of Recreation, City Hall
	Springfield, Oregon May 8-12	Mrs. Irene Squires, Superintendent, Willamalane Park and Recreation District, Old Bank of Oregon Building
	Moscow, Idaho May 15-19	Carl S. Munson, Director, Moscow City Recreation
	Vancouver, Washington May 22-26	Carl Gustafson, Supervisor, Greater Vancouver Association, Memorial Building
	Columbus, Ohio June 5-9	N. J. Barack, Superintendent of Recreation, Department of Public Recreation, Room 124, City Hall
	Toledo, Ohio June 12-16	Arthur C. Morse, Supervisor of Recreation, Department of Public Welfare, 214 Safety Building
	Dunkirk, New York June 19-23	K. Hoeppner, Director of Recreation, High School
	Westchester County, New York June 28, 29 and 30	Miss Vivian O. Wills, Assistant Superintendent, Westchester County Recreation Commission, County Office Building, White Plains, New York
MILDRED SCANLON Social Recreation	State of Florida April 24-May 26	Dr. R. L. Fairing, Acting Head, Department of Citizenship Training, General Extension Division, University of Florida, Gainesville, Florida
	Sheboygan, Wisconsin June 12-16	Howard R. Rich, Director of Public Recreation, 817 Jefferson Avenue
	Salina, Kansas June 19-23	Dave A. Zook, Superintendent of Recreation, 302 City Hall Building
FRANK STAPLES Arts and Crafts	St. Joseph, Missouri May 1-5	Leland E. Becraft, Executive Director, Council of Social Agencies, 209 North Fifth Street
	Toledo, Ohio June 12-16	Arthur G. Morse, Supervisor of Recreation, Department of Public Welfare, 214 Safety Building
	Worcester, Massachusetts June 26 and 27	Herman S. Adams, Parks and Recreation Commission
GRACE WALKER Creative Recreation	Louisville Kentucky May 15-26	Miss Elizabeth A. Wilson, Supervisor, Special Activities, City Division of Recreation, Department of Public Parks and Recreation
	Morristown, New Jersey June 5-9	Gerald R. Griffin, Recreation Supervisor, Recreation Department

* For April institute schedule, see March issue of RECREATION.

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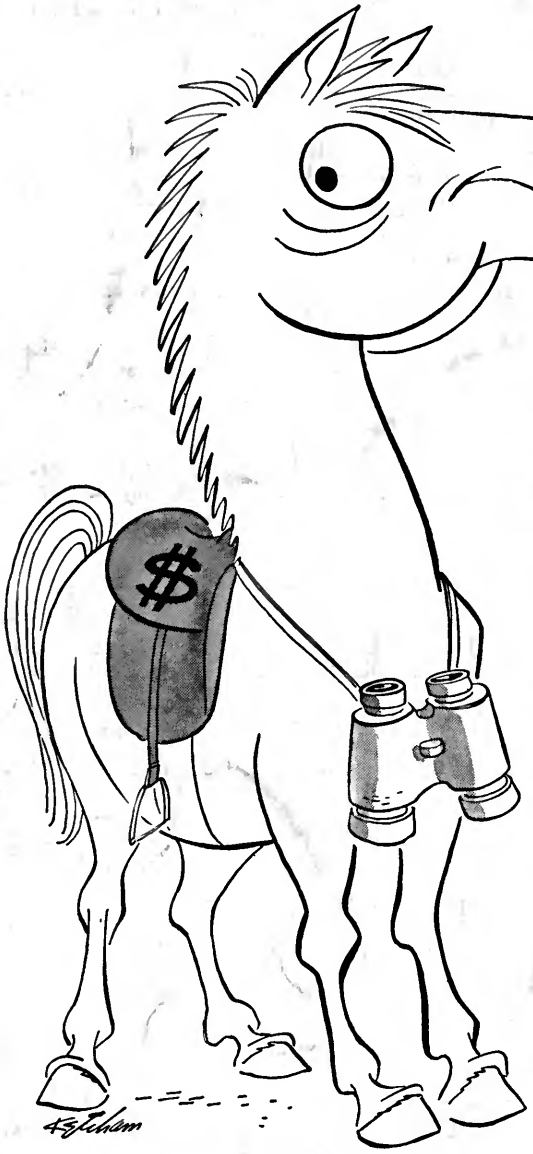
"There's no such animal," he cried!



MY FRIEND and I were picking the ponies one day when I started telling him about *a sure thing* I heard about.

"You say it pays four bucks for every three?" he asked.

"Yep," I replied.

"And can't lose? It *automatically* wins? Must be illegal!"

"Not a bit," I replied. "In fact, the government very much approves . . ."

"Our government approves of a horse who can't lose . . ."

"Who said anything about a horse?" I asked.

"So what else could it be but a horse . . .?"

"It not only could be—but is—U. S. Savings Bonds," was my prompt reply. "The surest thing running on any track today.

"For every three dollars you invest in U. S. Savings Bonds you get four dollars back after only ten years. And if you're a member of the Payroll Savings Plan—which means you buy bonds *automatically* from your paycheck—that can amount to an awful lot of money when you're not looking. Hey, what are you doing?"

"Tearing up my racing form! The horse I'm betting on from now on is U. S. Savings Bonds."

Automatic saving is <u>sure</u> saving—U.S. Savings Bonds

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Summer Is Coming

That means no school for the youngsters; vacation time for the hard workers; and the sudden desire on the part of everyone to stir out of hibernation and get set to PLAY.

Are you all set to meet the recreation challenge of your community? Fortunately, there are available from the National Recreation Association several excellent publications which will help pave your way. The following may be obtained by writing to the Association, 315 Fourth Avenue, New York 10, New York:

Playground Summer Notebook—Have you subscribed to this bulletin service for all your playgrounds or for all your playground leaders? Twelve looseleaf bulletins, issued at weekly intervals, beginning April 28. $1.50.

Conduct of Playgrounds—Leadership, activities, planning the program, administration, equipment and supplies are included in this guide. $.50.

Survey of Playground Practices (MP 403)—Based on reports from nineteen cities and covering information concerning the number of playgrounds per city, hours, personnel, salaries, education, length of season, leadership training, budget, and activities conducted. $.15.

Play and Playgrounds by Joseph Lee—Interpretation of play in terms of children's play needs and interests at various age levels. $.20.

ABC's of Public Relations for Recreation, The—A sixty-four page booklet on techniques for creating public interest in community recreation. Discusses newspaper and radio publicity, displays, publicity through printed matter, advertising, films and exhibits. $.10.

Annual Report, The (MP 419)—How to plan, compile and use it. $.10.

Publicity for Recreation (MP 424)—A fourteen page bulletin on its importance and specific suggestions. $.25.

Recreation Activities for Adults—A fun book for mixed groups. $3.00.

Youth Out-of-Doors (MP 387)—Suggestions for various kinds of outdoor outings, sports, social activities and service projects. $.15.

Arts and Crafts for the Recreation Leader—Comprehensive book with illustrations, general information, a project outline and a section giving directions for making various articles. $1.50.

Supplies and Equipment (MP 238)—Sources of supplies listed by projects and materials. $.10.

Outline Guides in Arts and Crafts Activities at Different Age Levels (MP 258) $.10.

Plastics for the Beginner—A twenty-four page book with concise directions and drawings for making twenty-three articles. Also list of tools, materials and sources. $1.50.

Adventuring in Nature—A ninety-six page booklet full of ideas and suggestions for nature activities of all kinds for all seasons. $.60.

Day Camping—Organization, administration and program for camping fun. $.50.

Nature in Recreation by Marguerite Ickis—Unusual nature projects in camping, handcrafts, games, dramatics, music, dancing and aquatics. $1.00.

Eighty-eight Successful Play Activities—Rules for many special events, including kite contests, doll shows, pushmobile contests, marble tournaments and many others. $.60.

Hiking (MP 85)—Suggestions for many new and interesting types of hikes and outings. $.35.

Picnic Programs (MP 251)—Organization, planning and activities. $.15.

Suggestions for an Amateur Circus (MP 26) $.35.

Treasure Hunts (MP 212)—Excitement, adventure and loads of fun in these hints for hunts. $.20.

Action Songs (MP 325)—Songs which provide fun and exercise for large groups where space is limited. $.25.

Dances and Their Management (MP 313)—Suggestions for conducting community or public dances or small group dances. Includes dance games and stunts. $.15.

RECREATION Magazine (Published ten times a year.) Per year $3.00. Foreign $3.50.

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Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

MAY 1950

Editor, JOSEPH PRENDERGAST
Managing Editor, DOROTHY DONALDSON
Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 2

On the Cover

May is the month of flowers, and of wonder at the newness of things. Young men—and young ladies—turn to the out-of-doors. An ideal month for nature lore, hikes, gardening, as well as for hopscotch and roller skates. Photo by H. Lou Gibson.

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NEXT MONTH

June 1950 brings a special issue of RECREATION which will be devoted to developments in state, federal and international recreation. The sources of life and happiness are international and recreation knows no national boundaries.

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SO GOES THE SUMMER . . .

LET ME sing a song of praise for the playground supervisors. They are the uncles and aunts with thousands of nieces and nephews from this little old height to way up here, and they see that everybody is playing nicely, that no little boy is breaking other people's arms, and that the games that are played are healthy, and . . . Well, and lots more.

The play supervisors are youngsters themselves, actually, being out of childhood no longer than it takes to begin solemnly eyeing adulthood, but there is nothing so aging as the supervising of a parkful of little citizens who have nothing to do from dawn to dusk except find new things to play.

So the supervisors have their problems. And they pick up tips on psychiatry; to say nothing, absolutely nothing, about the game of Battle.

Battle is a game with cards, an innocent little game to be played on a long picnic table beneath the park trees, in a shady place where small dynamos can be interested in the pursuit of fun less strenuous than baseball at noon.

Observing the mid-morning antics at our neighborhood park, Midwood, I was able to pick up some of the Battle tactics, to observe a game of checkers and some ping-pong under a shelter, the building of toad houses in sandboxes, the whirling of a ring-around-the rosy contraption and the comings and goings of a couple of supervisors named Virginia and Roy.

Virginia and Roy are typical of the young supervisors at all the parks, but when you watch them operate for a while you begin to wonder whether they are typical of anything that ever was.

"Ginny," one little girl says, "let's play checkers."

So Virginia, out from college for the summer vacation, diplomatically says fine, she will be glad to play checkers.

And while she is playing, and hoping that she won't be too ridiculously bad in the game, she keeps an eye out toward the ping-pong table to make certain that one little fellow doesn't try to serve the other little fellow's head instead of the ball.

Virginia, somehow, wins the checkers game.

She takes time to glance at the ball field to see Roy putting some tiny DiMaggios and squealing Fellers through their sandlot routine.

But one pint-size demands, Ginny, let's play some checkers, and Ginny gets him an opponent and starts them off to a wild game so that she can get four other people underway in a game of Battle.

She says you've got to deal the cards, one to each, around the table, and then you put down one card, everybody, and the high card gets them all, and you go on like that. . .

Yeah, like that. Somebody has just demolished a fine toad house in a nearby sandbox, and has scattered the sand of the toad house into the hair, eyes, noses and mouths of two teensy-weensy people, who proceed to shake the trees, with their yelps,

So Ginny, up from the game of Battle, marches off in pursuit of the culprit, who now conceals himself in the underbrush, and she yells that he must never throw sand again.

Two volunteer cowboys come galloping up and go off to round up the outlaw, and he is brought forth for the issuing of an apology, which he doesn't intend to give, although the two gallant captors insist that he's sorry all right.

The smallest of the small toddle over to the whirling contraption, climb up, take seats, and cling to the bar, while somebody whirls them. Ginny makes certain that no toes are in a position to be flattened, and then she turns down a couple of offers of ping-pong because an emergency has arisen over the checker board.

The reason for the emergency is a set of rules devised by one of the players just two plays earlier, and Ginny must explain simply that such rules were never written down, and that checkers is really played. . .

An extra skirmish is going on over Battle. Somebody took a card off the bottom of the stack . . .

And the smallest of the small would like a dwink of waw-waw, pwease. . .

And would Roy, fresh off the ball field and looking for a breather in the shade, please play volleyball. . .

So goes the summer, you see, playful, calm, lazy-daisy summer for play supervisors.

From the column of Tom Fesperman in the *Charlotte News*, Charlotte, North Carolina, August 1, 1949.

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Editorial

The President's Committee on Religion and Welfare in the Armed Forces has been created to encourage and promote the spiritual, moral and recreational welfare of military groups. Here, the chairman of the committee, Frank L. Weil, makes an appeal to community recreation leaders for cooperation.

Take My Case, F'rinstance

I'M A living statistic in uniform.

I'm the *one* guy out of every *six* American males between the ages of nineteen and twenty now in the armed services. I'm the 1,000,000 uniformed guys under twenty-five wrapped into one.

You see, I'm really Mr. In-Between.

I was just about finishing high school, going on to college, when I joined the colors; too young for the last war and, I hope, too old for the next, which God forbid.

I'm standing guard in the cold war.

And, Baby, it's cold outside:

—especially since the USO club lights went out last winter—and when I asked 'why?' they told me that there wasn't enough fuel oil from the hearts and pocketbooks of my elders to keep them burning.

I dunno.

I'm proud to be an American in uniform, but if you don't mind my saying so, I'd like somebody to be mindful of my existence, too.

After all, I'm here to protect theirs, as well as my own.

Take my case, f'rinstance.

I'm doing pretty good on the military post where I am stationed. I'm beginning to learn that physical wars are won or lost at the point of a gun; my education is being extended and I've picked up a trade or two with which I can earn a living when I get out of uniform; the church and synagogues to which I go regularly are open; I'm beginning to be a pretty good citizen-soldier, despite my age.

On the post, that is.

Off the post—that's another question.

Some of my buddies think it's almost unfashionable to appear on civilian streets in uniform.

Don't get me wrong.

I'm not stage-struck for a stage-door canteen.

But I do think that if I want to take a crack at a brace of billiards for a little recreation, I ought to be able to do it unmolested by people except those who have my welfare at heart and not just my last pay check.

Sometimes I envy the older guys who fought in the last war and caught a load of lead and came back with a row of spinach across their chests that lit up like neon signs.

They were heroes.

They knew they were welcome.

They knew they were wanted.

They fought a hot war and won it, and God bless them for that.

But I'm fighting a cold war.

As far as I can figure, cold wars produce no heroes.

I did read once, though, that they also serve who only stand and wait.

That's me, brother.

Standing and waiting.

I don't mind the waiting. . .

If I know you'll make me feel at home.

And I know you will!

Frank L. Weil

An English May Morning

RUTH D. LIPPITT

MAY MORNING in England—in Oxford! Even inveterate late sleepers have no unkind words for the alarm, sounding at five this morning. The hush of the hour of dawn fills the air with an otherworldly expectancy which the sight of the medieval spires of Oxford through the morning mist does little to dispel. The very names of the streets past which we cycle carry us into a land of fancy: Banbury Road, Norham Gardens, Jowett Walk, Longwal Street, Bath Place, and "The High".

The nearer we approach "The High" (High Street is the main street of many an English town), the thicker becomes the cycle and pedestrian traffic, neither greatly disturbing the early morning quiet. An occasional university man passes, wearing a battered old hat decorated with leaves and flowers or ribbons. We park our cycles in Magpie Lane.

Even in picturesque Oxford there are few places equal to Magdalen (pronounced "maudlin") College. The stone buildings rise sheerly from one of the two strands of the River Cherwell, which pass below Magdalen Bridge. Above the willows and poplars the square tower with its eight small spires is silhouetted against the sky.

It is nearly a quarter of an hour until sunrise. Yet there are hundreds of people in punts—odd, flat-bottomed boats propelled by poles and packed together at all angles on the streams below; and more hundreds are crowded on the sidewalk the full length of the bridge, which must be fifty yards. Pedestrians hoping for vantage points at the far end of the bridge vie with cyclists and early morning buses for the roadway. People are gay in anticipation; yet greetings are muffled almost reverently. Now and then, a beribboned hat causes a ruffle of laughter. Then, suddenly, there comes the hobby horse! Our friend, Peter, is astride with the lower portion of his body covered by a great oval hoop skirt simulating a horse garbed for a tournament. He gallops from one side of the street to the other, bobbing his head and shying at the crowds.

The Oxford University Musical Society is playing Handel's "Water Music" from the center of the bridge. As six o'clock chimes, the more alert notice the robed choir boys coming atop the tower. The Latin words of the hymn to the sun sound like crystal bells from the boys' voices.

It is a few moments before anyone can move. Then we turn our backs to the tower and face toward the rising sun to move on into Cowley

---

Author taught American party games and square dances to Oxford University folk dance group.

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Place for the Morris dancing. It is natural to find Morris dancers in Oxford, which is adjacent to Headington where Cecil Sharp* found William Kimber. Mr. Kimber, one of the greatest Morris dancers of all time, helped pick up the tunes on his concertina in order that they and the descriptions might be written down and preserved.

People are jockeying for positions on the fences, lawns and steps from which they can see the dancers in white shirts and trousers, colored ribbons across their chests and brightly-colored gaiters with bells on their legs. I hear that William Kimber is playing for Bean Setting.

Six men are required for most Morris dances; Oxford must boast nearly twelve. The action is great and the movements exacting. The legs are in almost constant motion so that the bells may contribute a particular sound; the arms are constantly performing with the handkerchief or stick which the dance requires. In addition, there is the movement of the dancers in relation to one another. Occasionally, it is difficult for one of the older men to perform three dances in a row; more often, one of the younger university students, in his first year of dancing, with less developed stamina, gives up after a dance or two.

For another dance, the sound of a small drum is added; for still another, the twelve-year-old son of one of the dancers plays a primitive pipe. After half an hour, in spite of the applause, the dancers smilingly and exhaustedly refuse the invitation to perform any longer.

Except for the fancy hats and hobby horse, this much has been traditional. Now there follows more that is new. Members of the university folk dance group—the Cecil Sharp Club, composed of more than one hundred men and women, together with the local group of the English Folk Dance and Song Society—line up by two's behind the band. Performing a Cornish dance, the Helston Furry Processional, they lead us about half a mile back to "The Plain," Magdalen Bridge and on down "The High" to Radcliffe Square. In and out among the dancers frisks the hobby horse.

Enclosed by buildings built three to five centuries ago when such dances were common, the Morris dancers again perform. Then, accompanied by a jester flourishing an inflated bladder, the Helston Furry is continued to Broad Street where the group disbands for breakfast. Many people go to a large restaurant where the Morris dancers will perform; all places are "booked" far in advance. A smaller group of us gather in the apartment of one of our friends.

At ten o'clock two busloads leave for West Oxfordshire, our first stop being Eynsham. A crowd of women with market baskets, men carrying bundles and children playing in and out gathers before the buses have reached a full stop. Led by an accordionist and a drummer, we dance the Helston Furry around an irregular triangle in the center of the market area. One of our dancers, finding himself without a partner, easily tempts one from among the onlookers. After the Steamboat and the Headington Double Lead Through come the colorful Morris dancers. Mr. Kimber is playing, undaunted by early rising or a day on the road. Charlie performs a jig. A flurry of excitement passes through the dancing group who have known for several days that they would have a surprise, too. Six people in white shirts and trousers, without colored ribbons, draw off to the side, then spring into places, swords in hands. A north country sword dance! This is the first I have seen though I have read of them and seen pictures of "The Lock" often.

There are many possible steps and variations of this, all performed in time to music. Sometimes the dancers form a closed circle, each grasping the hilt of his sword in the right hand and the tip of his neighbor's in the left. They may then turn the circle inside out and back by stepping over the swords or going under them, and proceed into other variations.

Whatever the procedure of the dance, the climax is the formation of "The Lock" when, in the course of the dance, all the swords are forced together into a six-pointed star held aloft by dancer number one. The applause from the rest of the dancers is so thunderous that we do not hear the inhabitants of Eynsham. Then the hobby horse, the jester and one or two collectors receive contributions, and we climb into the buses to continue on our way to other stops.

By nine o'clock in the evening we have eaten and are ready for more folk dancing. As I enter the hall where we have planned to meet, a clear voice sounds: "Single file, Indian style, turn and swing her once in a while." It might be a barn dance in Iowa or Connecticut, except for the English "r" in "turn" and "her". Only the hardier, more skilled dancers have survived this long day, so we enjoy some of the more complicated English longways, American square and continental couple dances. By eleven o'clock I am ready to say, "Cheerio!" We begin to make plans for dancing on May twenty-ninth, Oak Apple Day.

*Cecil Sharp spent a good portion of his life toward the end of the last century and the beginning of this collecting traditional dances which he then published. He is outstanding among such collectors.

Welcome Member of the TENNIS FAMILY

HOWARD COHN

LAWN TENNIS has more than its share of relatives—table tennis, badminton and others—but a widely-played, little-publicized game that originated more than fifty years ago in an Albion, Michigan, backyard, potentially has the closest relationship of all.

The game of paddle tennis was born in 1898 when Frank Peer Beal, then fourteen years old, and now a New York minister, adapted his love of lawn tennis to the space limitations of the family homestead. He laid out an area one-quarter the size of a regulation court, stretched a chicken-wire net across the center and substituted home-made wooden paddles and old tennis balls for strung rackets and new balls.

In the years since, paddle tennis has been adopted by recreation leaders in nearly 700 cities and towns throughout the country. The game is also played in more than 300 schools and colleges. It is popular abroad, in Central and South America, the Philippines, Hawaii and China. American soldiers introduced it overseas. It is now estimated that over 6,000,000 persons have played paddle tennis at one time or another.

The reasons for its popularity are not hard to find. A court can be marked off on any piece of flat land. No special surface is needed. Regulation paddles and balls are inexpensive. Upkeep costs are negligible. Most important of all, anyone can hit the ball over the net the first time he steps on a court. The value of the game to lawn tennis cannot be overestimated.

"Paddle tennis," says Dr. Beal, "serves lawn tennis in two ways: it introduces youngsters to the joys of tennis competition, and it gives lawn tennis players an outdoor racket game to play during the winter months.

"The strokes are essentially the same in both sports. A paddle tennis player almost invariably will turn eventually to the other game. It is the logical extension of paddle tennis.

"Take Bobby Riggs. He was the Los Angeles boys' champion in paddle tennis before he ever made a dent in the lawn tennis world. And there are dozens of other examples. Len Steiner won paddle tennis honors as a youngster, and then became a good enough lawn tennis player to gain the National Junior Indoor Championship in 1946. Althea Gibson, the current Negro women's tennis champion, got her start on the asphalt paddle tennis courts of New York City."

Paddle tennis is also popular among adults. "I'm a lawn tennis player," says Murray Geller, Chairman of the Rules Committee of the United States Paddle Tennis Association and Playground Director of the Department of Parks in Brooklyn, "but during the winter I turn to paddle tennis. It's a lot of fun, it keeps me in good physical shape, and actually helps me to get ready for the next lawn tennis season."

In line with this desire for winter-time recreation, a variation of the original game of paddle tennis was developed, called platform paddle tennis, which is particularly well-suited to club and resort use. James K. Cogswell and Fessenden S. Blanchard, two tennis-minded residents of Scarsdale, New York, originated the new version entirely by chance.

In the fall of 1928 they decided to build a wooden platform large enough to enable them to play deck tennis or badminton through the winter. They soon discovered that badminton was out of the question because of the wind, and were resigned to a winter of deck tennis interspersed with a few games of

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volleyball. Then Cogswell turned up one day with some paddles and balls he had discovered in a sporting goods store. The deck tennis net was lowered and the two men started batting away at the ball with paddles.

It soon was evident that a backstop was needed, so a wire screen went up all around the platform. But since the two men agreed that the ideal court measured forty-four-feet-by-twenty-feet, and that the platform they had built was a bit bigger, there was only a two-foot space between the back lines of the court and the wire screen. It was then decided to incorporate some elements of squash into the game. Rules were formulated whereby a player could take the ball off the back and side wiring and return it over the net, if it had first bounced inside the court and was hit before it bounced a second time.

The appeal of this version of the game to tennis players soon became the talk of Scarsdale. The platform "became the week-end and holiday Mecca of a group of enthusiastic suburbanite husbands, wives and children," wrote Blanchard in his book, *Paddle Tennis*. "Temperatures far below freezing and snow to be shoveled off the platform only served to stimulate the appetites of this group, for most of whom week-end life was just beginning. The recreation problem from October to April had been solved. Now the problem shifted to one of getting the homework done, of knowing how to stop before we were completely exhausted.

"It was the members of this group of twenty-five to thirty families who were the pioneers in putting platform paddle tennis on the map in ever widening communities. Some of them erected platforms at their own homes or summer places. Visitors from other towns came, saw and were conquered."

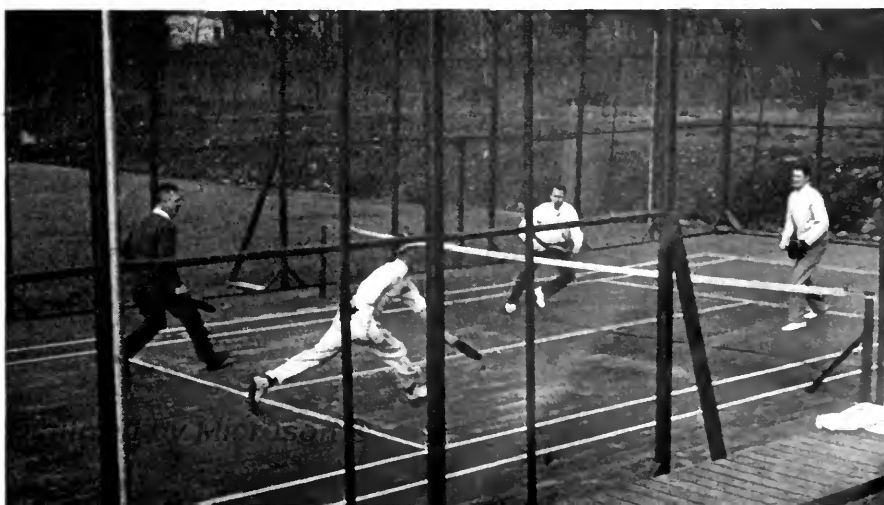
Blanchard also pointed out that platform paddle tennis saved at least one tennis club. By 1934, the membership of the Fox Meadow Tennis Club in Scarsdale had dropped from more than one hundred families to less than seventy-seven. One platform for paddle tennis already had been erected. The club decided to put up another platform. A special winter membership was offered and, within a year, most of the paddle tennis players became regular members. By 1936, there were 112 family memberships in the club, and soon the maximum of 130 was reached.

The paddle tennis season begins at Fox Meadow in October, just when the lawn tennis season ends. A club which was closed half the year, and struggling during the other half, is now a thriving year-round organization, thanks to platform paddle tennis. Lawn tennis players find their game improved considerably, and lawn tennis also has been helped financially, for a tennis club has been made to prosper by the addition of platform courts.

Both the original game and the platform version have their own governing bodies. The United States Paddle Tennis Association, of which Dr. Beal is president, administers the older sport, which, to prevent confusion, may be called playground paddle tennis. There have been several changes in the rules through the years, but the character of the game remains unchanged.

Playground paddle tennis players soon discovered that the original court dimensions, thirty-nine-feet-by-eighteen-feet, (one quarter the size of a lawn tennis court), were too confining for adult play. The official court now measures forty-four-by-sixteen-feet for singles, and forty-four-by-twenty-feet for doubles. There should be at least thirteen feet of space behind each baseline, and six feet of space on the sides. The net is three feet, one inch high at the posts, and two feet, ten inches high in the center. The laminated wood paddles cannot measure more than fifteen inches in over-all length for juniors; seventeen inches for seniors. The official ball is sponge rubber, two-and-five-eighth-inches in diameter, with a flocked surface.

The playing rules are the same as for lawn tennis, with two exceptions: only one serve is allowed



Tennis with a paddle not only teaches youngsters the fundamentals of lawn tennis, but it also provides off-season fun for devotees of the older sport.

and, after the service, the entire doubles court is used for singles play. The service can, of course, be overhand, and the scoring is the same as in lawn tennis.

The Association has conducted a national championship tournament every year since 1940. Last year's tourney was played on the courts at Stuyvesant Town, the Metropolitan Life Insurance Company's huge housing development in New York City. Tournament directors for the championships were Harland Sickman, Director of Recreation of the Company's Housing Project, New York Region, and Peter Sheridan, Director of Recreation for Stuyvesant Town.

But, of even more importance than the national championships to paddle tennis and to lawn tennis are the hundreds of local tourneys conducted each year in different parts of the country. New York City alone has over 500 courts in its parks, and an equal number on the streets. Some years ago, a city-wide paddle tennis tournament drew more than 60,000 entrants.

"If nothing else," says Dr. Beal, "paddle tennis teaches thousands how to score tennis. Youngsters accustomed to counting one, two, three, now count love, fifteen, thirty, forty."

Some of the biggest names in lawn tennis give their enthusiastic approval to the paddle game. Vincent Richards is Honorary President of the United States Paddle Tennis Association; Molla Mallory, Mary K. Browne, Helen Jacobs, J. Gilbert Hall, Bobby Riggs, Frank Shields and Sidney Wood are among the directors.

The American Paddle Tennis Association, organized in 1934, governs platform paddle tennis. The organization has standardized the rules, established national championships, and acts as a clearing house for inquiries concerning the game. The big championship of the year, the men's doubles, was held this past March 4 and 5 at the Fox Meadow Club.

The regulation platform measures sixty-feet-by-thirty, and is enclosed by a wire mesh screen usually twelve feet high. The game received great impetus when Donald K. Evans of Scarsdale developed a screen which insured accurate bounces off the back and side stops. Court dimensions, rackets and rules are the same as in regular paddle tennis, with the exception of the use of the back and side "walls" in play, and the use of the sixteen-foot width at all times for singles competition.

A doubles game is far more popular than singles in platform tennis, partly because a net and backstop sport is particularly well-suited to team play. There are other reasons, too, for the predominance of doubles. Platform paddle tennis originated and developed as a family activity and, generally speaking, doubles is a more sociable game than singles. Playing doubles also gives twice as many people a chance to get on the court.

There is no friction at all between the two paddle tennis organizations. Both are working continuously to popularize paddle tennis—whether it is played on a platform or on a playground is almost incidental to lovers of the game. The platform game seems more suitable for clubs, resorts and for individuals who have room for a platform on their land. The original game seems better adapted to municipal playgrounds and recreation areas, where many courts are needed to handle the multitude of players.

Platform paddle tennis has been handicapped recently by the high cost of construction. The leading company in the field used to set up a complete court before the war for about $700. Today, this company charges about $2,000 to erect the platform.

"Labor and lumber costs have gone up tremendously," says F. B. Roundey, speaking for the company. "The amount needed for the initial investment undoubtedly has caused many people to hesitate about platforms. On the other hand, once a court is up, the owner has no worries about future drains on his pocketbook."

This particular court is prefabricated and portable and can even be set up on non-level land. Company workmen can put up a platform, complete with screening, in two or three days. It is painted with a green, non-skid paint, and the lower panels of the wire screening can be raised so that snow can be shoveled off the platform. Maintenance consists only of a paint job every year or two, and a new net every few seasons.

The number of clubs going in for the platform game is steadily increasing. Fox Meadow pioneered, but the list has grown to include such organizations as the Berkeley Tennis Club, Berkeley, California; the Saddle and Cycle Club in Chicago; and the Orange Lawn Tennis Club of South Orange, New Jersey, among others. With paddle tennis introducing thousands of youngsters yearly to the older sport, and providing other individuals in every age group with an outdoor sport to play in the winter, few will dispute the fact that lawn tennis, in turn, has a debt of its own to the younger game.

From all indications, the game is here to stay. It's a fine activity and fun to play.

Reprinted from *American Lawn Tennis*, New York.

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SWIMMING POOLS

— — *ATHENS STYLE*

THE TWO SWIMMING POOLS operated by the Athens, Georgia, Recreation Department may incorporate an operational wrinkle or two that will save others money and improve their efficiency of operation. Actually, we are not experts, but write this article in self-defense. Ralph Van Fleet, National Recreation Association Field Representative for Florida and Georgia, has been referring community recreation departments with swimming pool woes to the Athens department to find out "how they do it". We are always willing to answer, but these requests are snowballing with the approach of swimming season; therefore we here sum up our methods and devices for everyone.

We are convinced that swimming pools can be made self-supporting—in fact, can turn a reasonable profit at nominal admission prices. If you think your community presents unusual circumstances which prevent modest returns, check over the following negative factors in Athens.

It is a community of 32,000. Five thousand of the population attend the University of Georgia and have access to two excellent university pools, *free*. We are fortunate to have both a YMCA and YWCA, each with a pool, and each with a second pool within two miles of town. The Country Club has a pool in the city limits. Adding the two city-operated pools, there are nine modern, filtered swimming pools serving Athens with none charging admission except the municipal pools. To clinch my point, the largest university pool is within one-half block of our largest municipal pool, is open on the identical swimming hours each day all summer, and is only technically limited to students, faculty families, and friends! In a town of this size, who hasn't a friend on the faculty?

Last year there were fewer than average good swimming days during the summer season; yet we realized a ten per cent profit on a gross income of $8,000, while charging twenty-five cents for adults and fourteen cents for children. If your community operated under as many handicaps, it should have done this well; and many communities could improve substantially on this record.

Part of the key to success, as usual, lies in personnel—the rest in program and public relations, which is another way of saying personnel. We pay good salaries because only good people can do the job we demand. This assures us of our pick of desirable, qualified applicants.

The *pool manager* is charged completely with every phase of the operations of both pools. He is accountable directly to the superintendent, is given wide latitude because he is chosen for judgment, and is never embarrassed by having a higher authority borrow or issue orders to his swimming pool personnel. The swimming pool staff is responsible only to him. They understand this and so does the manager.

He is responsible for all pool publicity and public relations. Publicity is an almost daily chore with newspapers and radio stations. Public relations involves selling-talks to PTA's, service clubs, and, in fact, any group who will listen. It involves patiently conducted tours "behind the scenes" for mothers, fathers, city officials or small groups. Any unwary person who asks a leading question of a

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This article is submitted by Wayne Shields, superintendent of the Athens Recreation Department.

swimming pool staff member is later puzzled about what brought on a thirty-minute tour of the filtration plant, sanitation procedures, and safety precautions. The mother thus educated not only trusts her children to your staff, but also spreads the information to others at the next bridge club meeting.

The manager has the responsibility for handling all of the money, for keeping daily books which will satisfy an auditor later; he checks water condition reports for possible trouble in chemical balance, urges the health department to submit biweekly reports on the entire operation, and, this is important, devises and conducts a pre-opening training institute for all employees, continuing this training throughout the season. It is not incidental that we further require this person to be qualified in Red Cross first-aid and, where possible, to hold a Red Cross Instructor's Certificate.

He is required to have sufficient charts and graphs immediately available so that on a few minutes notice he can furnish the superintendent with statistics on every department and compare the record with that of the same period the previous year.

Supervision of opening and closing the pool and purchasing all non-concession supplies is also the manager's responsibility. He is an important, in fact, *the* key employee. He should be a member of the department's permanent staff, and therefore qualified to use other facilities and conduct other activities during the non-swimming season.

We combine the *ticket-selling and concession* operations under one head since nearly all incoming revenue is from these two sources. Experience shows that each swimmer will spend eleven cents at the snack bar. We strongly advocate retaining concession rights in place of leasing them to a concessionaire who is not a member of your team and has not the same interests at heart. The head of this department sells tickets, checks valuables, supervises concession help at one pool and supervises an assistant who is responsible for tickets and concessions at the other pool. It is important that he understand the internal revenue regulations regarding ticket registration, detached tickets, tax, stolen tickets, and so on. He will purchase several thousand dollars' worth of concession supplies; therefore he must know buying and merchandising.

The margin of profit on five-cent items is very close. The loss of one box of candy bars by means of ants, sun, or carelessness, or improper handling of ice cream, can wipe out several days' profit quickly. Popular-priced merchandise attracts swimmers and builds up volume. Over-pricing sends business to the store at the bus stop and sends potential swimmers to other pools or to the movies. Constantly seek volume at the concession stand—it is good business.

We reduced concession stand help fifty per cent by installing coin drink machines, and thus having customers serve themselves reduced jamming at the counter. The slight charge per case for the use of these machines is worthwhile. Aside from saving the initial cost and depreciation on your own refrigeration equipment, it saves the always present repair bills which must be paid out of profits.

Concession sales shot up appreciably when we added tables and chairs, attractive beach umbrellas and a sun area outside of the pool proper. Pool admissions also rose through provision of this special, comfortable area where bridge could be played, portable radios enjoyed, and suntans acquired away from the splashing.

The concession manager and the pool manager are the employees concerned with pool income and expenditures. They are the key to profit and loss.

We select and treat our *lifeguards* with great respect. We offer the young men who qualify a very profitable summer's employment in terms of income, work experience, and satisfaction. The job qualifications as outlined in personal interviews weed the men from the boys. Needless to say, to qualify for such an interview the applicant must not only have evidence of an instructor's rating from the American Red Cross, but must show that he was outstanding in this instruction work. To be successful in such an interview, he must convince us that he can and will fulfill the obligations we now mention.

All permanent lifeguards turn out at eight a. m. for two hours of intensive pool cleaning. There is no glamour in this work. Decks must be washed, disinfectant changed in footbaths, diving boards alternated, the pool vacuumed both with tow and diving equipment, and all manner of small yet vitally important maintenance work meticulously completed by ten a. m. During this time, they are under the supervision of the pool maintenance engineer. This is a rain or shine proposition, with one full day off each week—never Saturday or Sunday. Night swim duty is alternated. One of the secrets of super pool maintenance is to utilize and look forward to rainy days when all manner of painting and touching up can be done.

From ten-thirty until twelve noon each morning the permanent lifeguards, supplemented by twelve or fourteen volunteers, offer Red Cross swimming instruction for all—from beginners to senior lifesavers. Unless guards are unusually efficient at teaching swimming and handling children, chaos

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results. This ability becomes an important qualification. We have no time to pamper individualists. This job is strictly business and involves human lives. Neither are we impressed by the number of swimming championships an applicant has gathered.

We furnish the guards with identical uniforms, good equipment, locker space, and every convenience. We want them to look efficient and be easily distinguishable. The public, especially mothers and fathers, can only judge adequate protection by what they see.

There are rules to be enforced. A guard who can tactfully send people back to take a shower, tactfully protect innocent bystanders from uncalled for horseplay, and convince suntan worshippers that glass bottles are dangerous in concrete areas is worth two guards who offend the public with authoritativeness. You can understand why we pay good salaries for such people.

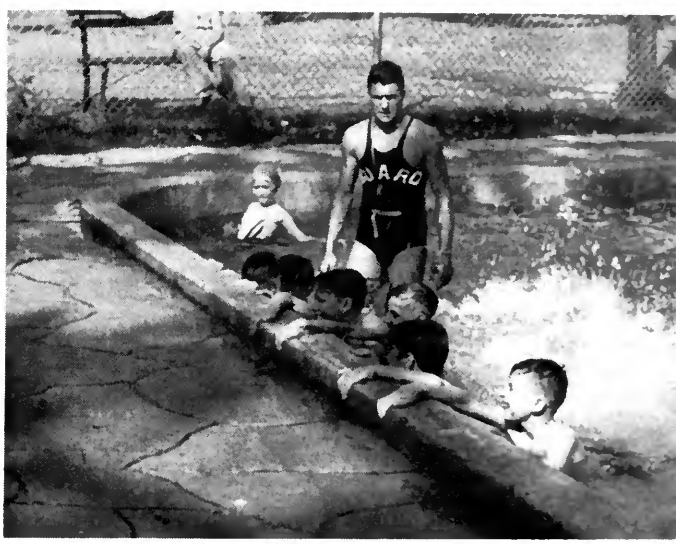
In addition to the base salary, comparable to that of the highest paid guards at other pools in this section, there is a second incentive which places a guard in a position to earn enough to "pay income tax!" Our pool is closed to the public from twelve until two o'clock. The parents of many children request individual lessons for them, and many adults, having neglected to learn to swim, appreciate an opportunity for private lessons when the pool is empty. We register these people, assign them to guards who are interested in devoting part of their lunch period to this work and, on payday, issue a separate check amounting to seventy-five per cent of the income from these lessons.

There is still a third arrangement which provides our guards with extra income. This is a cooperative Red Cross-Recreation Department program. Each year before the closing of school, every school child is given a circular, amply illustrated, stating that, as school children, they may purchase a swim ticket for one dollar entitling the owner to swim instruction every week-day morning during vacation. There is no fine print in this agreement. These are sold in the schools by the hundreds. Even children going to camp for the summer know that they will more than get their money's worth during the days they are in town. Service clubs buy blocks of these tickets for distribution at the discretion of the school principals. Therefore, every child who has any desire to join the program has the opportunity. The Water Safety Committee of the local Red Cross Chapter compensates three Red Cross instructors for the time spent on this program. In addition, we offer this privilege to our regular guards. The Red Cross further helps us secure sufficient volunteer senior and junior Red Cross lifesavers to staff the program adequately. All of these volunteers are issued a complimentary season pass which is revoked if they become undependable.

We are often asked if this morning swim program for children does not keep them from returning during regular swimming hours. The answer is *no!* Since instituting this program, children's paid admissions during regular swim hours has doubled.

Our pools are at least average in size, perhaps a little above average. We consider adequate guard coverage to mean two guards at all times, one additional guard when the pool load reaches 300, and still another when the pool load reaches 400 or above. The two guards on duty split their time between the tower and deck duty, with each getting a few minutes' break periodically.

A reserve list of qualified guards is maintained by the pool manager. These men are paid by the hour. When it becomes obvious that the pool load is building up and will exceed 200, the necessary additional guards are called to report immediately. In this manner, we are always generously staffed and yet do not have the day-to-day salary expense of more guards than are needed to accomplish the job on hand.



Boys of Austin, Texas, also enjoy swimming lessons.

Whether you are responsible for operating one pool or several, we think it is important to employ a *maintenance engineer* responsible for sanitation and water treatment. In most instances, the authorities responsible for constructing a filtered, municipal pool select and install correctly a filtration plant adequate for the needs of the pool. Un-

fortunately, we all too often assign a lifeguard or janitor to the job of operating the filter plants. Following this same logic, we should appoint lifeguards and janitors to the maintenance of the department's rolling stock and mechanized equipment. Sounds silly, doesn't it? Actually these filter systems represent the most expensive single pieces of equipment owned by most recreation departments. In the hands of a trained man your plant will run like a fine watch, your filter room can be a showplace, and the revitalized water being constantly pumped into your pool can be crystal clear and in perfect chemical balance. In clumsy hands you will soon be paying expensive repair bills, be ashamed of the dark, damp, rusty, filter room, and lose swimmers by the dozen who are unwilling to pay admission for the privilege of acquiring bloodshot eyes.

Needless to say, an engineer skilled in this work is seldom available for the short swimming season only. We maintain that a person with these skills, or who can learn these skills, can also be a top-flight, all-around maintenance man. Therefore, this person is always a full-time person with us who is assigned exclusively to swimming pools during the swimming season. He is sent to all public health department meetings that deal with swimming pool sanitation. He is provided with the best technical information, makes a series of daily water tests, and records the results on a form which is carefully watched by the pool manager and local health department officers. As an additional service, the public health department runs bi-weekly cultures, and in this as in every way, is a partner in the business of municipal pool sanitation. Your city water works will always have a technician who is daily involved in water conditioning problems. Here is a skilled resource person who is an admirable mechanic and helpful in repairing and operating filtration equipment. He should be a friend of your engineer.

Our pool manager assigns all responsibility for water treatment, pool sanitation, and maintenance to this engineer. In order to provide for time off the job—sickness and emergency—we require that two other persons at each pool know, in general, the necessary processes and satisfactorily look after these duties for a short period of time. One of these persons should be the pool manager and the other the lifeguard who shows the most aptitude. With this coverage, no circumstance can arise in which you cannot safeguard the public.

The *last full-time pool staff member* has such varied responsibilities that a descriptive title is impossible. We always manage to find a congenial, hustling, popular, high school boy with a Senior Red Cross Certificate, who is trustworthy, needs a summer job, and enjoys working at a pool. He helps clean in the morning, teaches children to swim, opens the concession stand following the morning swim, handles the concession stand in the afternoon, fills in at checking valuables during rush periods, and is, in general, available for the pool manager to assign as he sees fit for best efficiency.

Unless you use baskets (then add necessary checkers), the only time additional help is needed is on holidays, week-ends, and other periods of extra load. We pay this part-time help on an hourly basis and seldom need more than one assistant to check valuables and one counter hand at the concession stand. Preference for these jobs is given to recreation department employees who appreciate additional work and income in their free time. Our pool manager never becomes so strictly an executive that he is above stepping into any spot that needs temporary assistance.

We have dwelt in detail on personnel because we are told that herein lies the fundamental strength of our operation. From here on we can only single out a few things which we either do differently or which have been devised as a result of experience and are known to be profitable financially or from a public relations or safety standpoint.

Originally, our pools were designed for swimming only and neglected comfort and sociability. Now the turf area with tables, chairs, beach umbrellas, flowers and sunshine, after an initial swim, is more popular than the pool area. Furthermore, it gives swimmers a chance to patronize the concession stand without running afoul of health department regulations which prevent eating in the pool area. It took some time, effort, and money to move fences and properly locate such an area—more in our case than it will probably cost you. It must be so located that a shower and footbath are unavoidable before re-entering the pool area. The returns will be many times the investment.

Another area not quite so important, but very desirable, is a shady area outside of the pool with a snack bar for spectators. Many parents will bring a carload of neighborhood children to swim on Sunday afternoon if they have a comfortable place to sit, watch, and wait. We have gone one step further and, in one case, located a lighted ball-ground adjacent to the pool and, in the other instance, added picnic tables and fireplaces.

Our staff training program and safety program are closely allied. This training is compulsory and is on our time. Every aspect of safety from a skinned knee to a rescue is covered by drills. The

staff soon learns that every first-aid room treatment is reported in a log and lists the person's name, address, treatment given, cause of accident, and staff member's name. This involves several entries each day, and assists in eliminating hazards and formulating rules of conduct. In more serious accidents, a form is filled out giving similar, but more detailed information and is signed by witnesses. In the case of extreme emergency necessitating rescue, the staff is trained to react as a team. A complete emergency package, containing all recommended Red Cross equipment, is available in the first-aid room. Telephone numbers of all inhalators are memorized by all staff members; an emergency gate to accommodate this equipment is unlocked; the crowd is controlled; and every detail analyzed and visualized in advance so that such an emergency can be handled with dispatch and order. In this training session all the "whys" of pool operation and individual responsibilities are explained for everyone's benefit.

We subdivide our income to a rather fine point in order to check each department closely. The pool manager must be able to show weekly composites on suit and towel rentals, minus laundry charges, and compare them to that same period of the year before. The relocation of the juke box can make or lose several dollars. We experiment and analyze! Adult and children's admissions must be compared with that of the same week the year before, considering the weather factor. Hence a weather form is kept daily by the engineer when making water tests. Snack bar sales are analyzed by gross and average spending per admission compared with last year's figures.

Your final figures should be placed on the graph beside last year's figures; then you can show accurately and concisely where you saved money, where you spent more money, and so on. This material can be analyzed during the winter months and your next season's operation planned exactly.

There is one cloud that hangs over the head of every swimming pool operator constantly. "What about polio?" As a result of research on the relationship of polio and swimming pools, some encouraging technical information has been emerging to which we can refer. This information is contained in two bulletins available from the National Foundation for Infantile Paralysis Incorporated, 120 Broadway, New York 5, New York. Their titles are: "Questions and Answers About Poliomyelitis" and "Recommended Practices for the Control of Poliomyelitis." We should all be familiar with this helpful information.

Swimming Pool Chemicals

A DISCUSSION of chemicals used in swimming pools was presented by A. E. Stein, consulting engineer, during a recent beach and pool meeting in San Antonio, Texas. Among the chemicals particularly stressed were the following:

Chlorine—This should be present in any swimming pool all the time, and as a free available, not a combined, chlorine. . . . A residual of 0.15 ppm free chlorine will disinfect a certain volume of water in approximately two minutes' contact time at a pH (hydrogen ion concentration) value of 7.5. A combined chlorine residual of twice that amount, or 0.3 ppm, requires over two hours to disinfect completely an equal volume of water at the same pH. The moral is—don't use ammonia or ammonia alum.

Copper Sulphate—There is no question but that bluestone will kill algae after it has formed; that in proper concentrations it is an ideal cleansing agent when the pool has been drained—if it does not cause an unsightly stain where applied. But, out of the 300 some pools I visit here in Texas, I find that quite a number of bluestone users still have algae trouble and, therefore, my only conclusion can be that bluestone is worthless for the control or prevention of algae.

Non-chemicals—Diatamaceous earth is a fossilized marine growth, the porosity of which is so fine that even some of the larger bacteria cannot pass through. Here is the ideal filtering media, but it remains to be seen if the average pool operator can successfully handle this modern type of equipment.

We now have a product known as activated aluminum which is supposed to have all the virtues, and then some, of diatamaceous earth. If it works, fine; if it can be used in sand filters (assuming that diatamaceous earth cannot), wonderful. Let's wait and see. (More details on this subject are available in the May edition of the *Playground and Recreation Bulletin Service*.—Ed.)

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JAMES W. GILMAN

Chicago at Play

For over forty years, the National Recreation Association has kept in very close touch with the magnificent development of the park and recreation service of Chicago. Leaders in the Association and in the recreation agencies of Chicago have worked together during this steady expansion. The Association has been exceedingly happy, through the years, to have some of Chicogo's outstanding citizens believing in its work. Goylord Donnelley, executive vice-president of R. R. Donnelley and Sons Company, is the Association's sponsor in that city.

THOSE WHO saw "Chicago at Play" last spring were left a little breathless. Here was recreation at its best spread before them on an acre of gymnasium floor. Each type of recreation shown was part of a great panorama offered as a public service by the City of Chicago through its many tax-supported, privately-supported and commercial recreation organizations.

Sponsored by the Chicago Recreation Commission, with the assistance of nearly 300 other participating groups, the show was presented in the gymnasium of the University of Illinois' Chicago Navy Pier Campus. For three days in June, this floor, 500 feet long and 100 feet wide, was covered from end to end with exhibits and demonstration areas where fun, entertainment, leisure-time skills, sports, outdoor living, dancing, singing and the fine arts were offered so that everyone might have the opportunity to observe and to try his hand at any particular skill. The number of participants alone totalled more than 2,500.

Mayor Martin H. Kennelly was surrounded on the fully-equipped playground by hundreds of boys and girls when he arrived on the first night to welcome those who were there. Irv Kupcinet, nationally-known for his "Kup's Column" in the *Chicago Sun-Times,* was master of ceremonies, introducing celebrities and champions from the world of sports.

On the second day, two hours were devoted to social recreation in the arena where, surrounded by spectators in bleacher seats, high school students and recreation leaders presented mixers, party games, folk dancing and other stunts. Anyone who wished to do so was welcome to take part.

Around the walls of the huge gymnasium were exhibits set up and manned by such groups as the Municipal Bureau of Parks and Recreation, the Safety Division of the Chicago Park District, the YMCA, the YWCA, the Fun-After-Sixty Hobby Show, the League of American Wheelmen, Better Fishing Incorporated, the Salvation Army, the Catholic Youth Organization, the *Chicago Sun-Times* Athletic Association and many others.

A functioning playground, popular at all times, was equipped with slides, swings, a merry-go-round, picnic tables and benches by Game-time and supervised by playground leaders from the Municipal Bureau of Parks and Recreation and from the Board of Education. Next door to this was the camping area organized and presented by the Public Relations Committee of the Chicago Camping Association. Here, in a setting of greenery, pup tents, council circles, outdoor cooking facilities, a Boy Scout signal tower and other such atmosphere, camping activities were demonstrated by boys and girls, men and women from private camps, and from the Boy Scouts, Girl Scouts, Campfire Girls, Chicago Boys Clubs and the 4-H Clubs.

At regular intervals, the Art Institute of Chicago and the Art Department of the Chicago Board of Education presented outstanding artists—sculptors, painters, and so on—who demonstrated their art before admiring groups. Between these demonstrations, anyone who wanted to try his hand at oil painting, water color or drawing might sit down with an instructor and get free advice.

The Chicago Public Library presented a display of recent publications covering all the fields included in the exposition, as well as printed bibliographies of each field. A trained librarian was present at all times to give information about printed resources.

A continuous performance kept the audiences in the small theater entertained with showings of films, amateur magicians, radio quiz programs and

Author is former director of the Chicago Commission.

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dramatic offerings, such as the production of "Racketty-Packetty" by the children from the dramatics department of the Oak Park Playgrounds.

Boats galore were displayed — canoes, kyacks, four-oar shells, a clinker-built outboard, a twenty-six-foot single gig, and several hundred model yachts and power boats—with plenty of fresh-water sailors on hand to describe them.

On two puppet stages, the Society of Puppetry and Allied Crafts, with its member clubs, presented continuous performances, punctuated by demonstrations of stringing a marionette, coordination of voice and action, puppet manipulation and construction.

Weaving, as a leisure-time interest, was presented against a background of beautiful handmade fabrics by the Hull House Weavers, the Chicago Weavers Guild and the School of the Art Institute of Chicago Weaving Department. Weaving, as a craft, was demonstrated by the Chicago Park District in an exhibit also embracing ceramics and lapidary work. A woodworking shop, complete with power tools, was operated by the Park District's crafts department.

Photography provided one of the most fascinating exhibits. The Chicago Area Camera Clubs Association designed their exhibit to give an insight into the how of amateur photography. Prints—both black and white and in color, color slides, movies, photographic equipment, various types of cameras and lighting equipment for indoor portraits, plus a portable darkroom in which contact prints and enlargements were made while interested persons watched through transparent yellow windows, made this an exciting place to visit. A staff of qualified photographers was always present to discuss any phase of photography as well as to give helpful criticisms of any prints or color slides brought to them for that purpose.

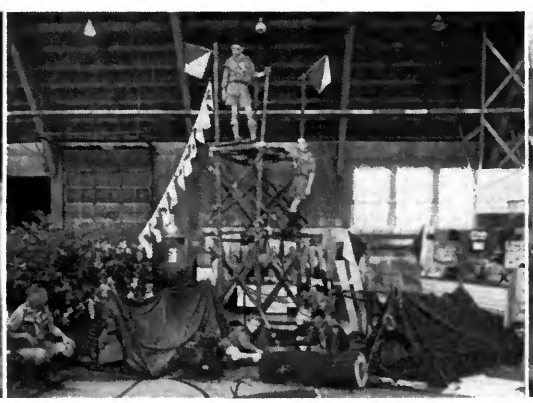
In the sports arena where bleachers seated a thousand persons at a time, demonstrations by golf champions, mass gymnastics by the Illinois Turners, a fashion show of sports clothes for women presented with professional models by Marshall Field and Company, a tennis exhibition of midwestern champions and a tennis clinic in which fifty youngsters were instructed in the elementary strokes—all these were presented in turn to enthusiastic spectators.

Tony Zale, former world's middleweight boxing champion, gave professional instruction to a group of boys from the Catholic Youth Organization; fly-casters exhibited their skill and accuracy with rod and reel; a group of dog-training clubs showed how all breeds of dogs respond to group training; George Halas, owner and coach of the famous Chicago Bears professional football team, illustrated football formations from a spectator's point of view by drilling junior teams in uniform. This was followed by a volleyball game between two girls' state championship teams.

Even Shakespeare had a part in the show when a group of students from the Actors' Company presented an act from "Taming of the Shrew". A variety show made up of night club entertainers kept one audience happy for more than an hour.

Winding up the three-day exposition was a square dance festival that brought onto the floor more than a thousand dancers and twenty-one callers for three hours of continuous dancing. This feature was not easily forgotten either by participating groups or spectators.

Chicago was given a real concentrated glimpse of recreation through "Chicago at Play". Everyone who saw it is still talking about the various presentations. Yet its pattern is one that can be used in any community so that its citizens might better understand the community's recreation role.



Left: square dancing was climax of program. Callers kept over 1,000 dancers busy for three solid hours.

Center: Boy Scouts signal tower was part of camping exhibit; right: instructions were given in puppetry.

PARTNERS ON THE JOB

Or working with today's volunteers

AN EXAMINATION of any flourishing and well-rounded community recreation program invariably will show a successful working relationship between the professional recreation leadership and a group of active and interested volunteers. The wider the program, the more this fact will be found to be true. Actually, the basic concept of a good program must, among other things, include this cooperative working relationship in high degree if it is adequately to fill community recreation needs and include ideas which come from the people themselves. We all know that it does not limit itself through the use of ready-made superimposed activities. The more a program calls upon its participants for ideas, planning, leadership, the more satisfactory and effective it becomes. Practical experience has shown that enthusiastic citizens, with or without special skills, can and do make valuable contributions.

The actual use of volunteer help occurs with varying degrees of success in community recreation departments. What then are the ways of work which bring about and are involved in the ideal cooperative relationship between professionals and volunteers? How does one get volunteers and keep them? These questions are brought up again and again at national recreation congresses. Why? Because many departments are still in the experimental stages of this aspect of strengthening their work; some have tried and failed.

During wartime, agencies both public and private had little trouble in holding the interest of citizen volunteers because everyone was concerned with winning the war and doing everything possible to help. Today is there not a similar, though perhaps not so vocal a concern about the strengthening of community life in order to maintain the hard-won peace? In recruiting for volunteers, should we not appeal to such concern, interpreting to citizens the strengthening values of working and playing together, calling upon them to cooperate in putting this concern into positive, constructive action? Should we not stress the fact that recreation at its best is democracy in action, and therefore its importance to the community as well as to individuals in developing more effective citizens and building a richer community life?

Recruiting

Volunteers should be enlisted from all community groups, so that they will be representative of the entire community to be served. All possible local sources of volunteers should be explored, such as PTA's, churches, cultural groups, Junior Leagues, labor groups, civic groups, women's clubs, and so on. Be *sure* to include the women's groups. As Margaret Hickey of the *Ladies' Home Journal* says: "Women want a larger share in community housekeeping. This is a logical extension of woman's concern for home and family life."[1] It is important, too, that enough volunteers should be recruited for all the jobs to be done, so that a few experienced volunteers will not be overworked.

Some of the tools used in reaching volunteers are: local newspapers—both editorials and feature stories; the radio; printed materials that can be

1. See "Help Wanted: Women Partners for Recreation Leadership," by Margaret Hickey, RECREATION, December 1948.

distributed to group or club meetings, churches and so on, or mailed to a chosen mailing list; talks given before community groups; posters and various recreation displays in local store windows and other strategic spots; special appeals and face-to-face invitations following or during fairs, festivals, pageants, hobby shows and other special events; and through the personal contacts and word-of-mouth promotion and enthusiasm of staff and of other volunteers who are enjoying a satisfying and rewarding experience through their own interesting service.

GIVE RECOGNITION TO VOLUNTEERS, via:

- **A word of thanks;**
- **Inclusion in planning;**
- **Special recognition events.**

Learning from Others

Some private agencies have a long history of working with volunteers, and a fund of practical experience based upon careful experimentation in this field. Should we not examine and make use of some of the things which they have learned? Among such agencies, the YWCA has worked out a democratic philosophy for working with volunteers which is enlightening in view of its success. It maintains that attitude and purpose are of primary importance. To do the YWCA job well in any given community, volunteers as well as professional workers are asked to subscribe to the following basic concepts as drawn up by the National Board:[2]

1. A real conviction about the value and importance of the work done by the agency.

2. A fundamental respect for each person as an individual.

3. A recognition of the opportunity that can be given to each person to grow to the limits of his capacity.

4. A recognition of, and belief in the democratic method of working "with" people on a partnership basis.

5. A conviction that something can be done about almost everything if enough people understand, care and work for a solution.

It follows, then, that in putting the above philosophy into practice, the professional worker is expected to:

- Accept wholeheartedly the fact that the volunteer can be of great help in determining the type and scope of program.
- Recognize the real contribution in services, ideas and vision which volunteers can and do make.
- Recognize and respect the volunteer's own needs as well as his abilities and contribution.
- Be willing to take time to orient the volunteer to philosophy, aims of work and to help him develop democratic ways of working with people, skills.
- Clearly define for the volunteer that particular part his services play in the over-all program, the over-all job to be done. Help him to have pride in his job, no matter how small.
- Be sure that the volunteer is having a satisfying and enriching experience.
- Work *with* the volunteers on a partnership basis throughout planning conferences.
- Be willing and eager to give recognition and added responsibility to volunteers as they are ready for new tasks.
- Remember that activities planned by volunteers, for themselves, are also part of the total program.

The above working relationship obviously is a two-way process, demanding honesty, sincere interest and respect on the part of all persons involved.

Selection of Volunteers

In the selection of volunteers, the YWCA stresses the importance of choosing the right person for the right job, and of selection according to a previously determined list of basic qualifications such as : a genuine liking for people regardless of race or creed; a sincere interest in the service for which he or she is volunteering—in terms of the needs of the group; a sincere respect for the individual—his ideas, activities, beliefs; some understanding of human behaviour; a willingness to turn to other people for suggestions and assistance; a sense of responsibility toward the job; the ability to be objective about himself or his job, and to take praise or blame in his stride without being unduly impressed with either; a willingness to meet the standard for training, conduct and so forth. Additional qualifications suggested for a program volunteer are: ability to work *with* a group of people as a group, as well as with individuals within the group; special skills and experience and the ability to adapt them to the activity to which he is assigned. Additional qualifications for service volunteers include ability to give service in a personalized way — to sense the needs of people and meet them with warmth and friendli-

2. *Working with Volunteers*, USO Division, National Board, YWCA.

ness; a pride in any small task as a part of the whole.

Marion Preece, a district representative on the staff of the National Recreation Association, says: "The leader should definitely know the qualities for which he is searching. In fact, the same standard should be used for paid workers as well. Be sure to give volunteers and subordinate workers recognition and the opportunity for personal satisfaction."

Training

The purpose behind the training of a volunteer should be: to acquaint him with the over-all philosophy of recreation, and with the work done by the recreation department, its aims and purposes; to acquaint him with community needs and to stimulate his enthusiasm; to relate his interests and skills to the recreation program and to further develop these skills. Methods of training include formal training, institutes, workshops, and in-service training (or training on the job). The last includes supervision, during which the volunteer works with an experienced person, and an evaluation or talking things over, which will help the volunteer to find ways of improving his services and of realizing personal satisfactions on the job, and will aid in forming new plans and goals.

Regular conference periods should be planned by the volunteer and professional worker together. Group meetings of volunteers doing the same type of job—program or service—to discuss problems or activities, or such things as public relations and so on, are extremely helpful. Such groups, too, can enjoy their own social recreation and often grow into special interest groups.

Recognition

In order to be happy on the job, the volunteer must have the satisfactions growing out of the feeling of achievement, of contributing something of value, of being a part of something distinctly worthwhile, a part of the total job; and he must enjoy doing it. Any volunteer genuinely experiencing these satisfactions will not be hard to hold. The professional leader and supervisor plays an important part in helping him reach these satisfactions. The ways and means of working this out call upon the imagination of the leader. A well-placed "thank you" or word of praise can do wonders, as can a genuine respect for the volunteer as an individual—one with a valuable contribution to make—and an enjoyable working partnership between professional and volunteer. In addition, the careful inclusion of the names of volunteers in all publicity, occasional public recognition affairs, letters of appreciation from staff all help tremendously. A "Volunteer Newsletter" or newspaper will keep everyone informed of the local recreation picture, changes that are taking place, news about volunteers. It is an excellent way of giving recognition.

On the cooperative efforts of both professional and volunteer staff, therefore, is the work of the recreation department based. May it be a successful and lasting partnership.

Playground Treasure Hunt

THE BASIC formula for planning a treasure hunt —no matter what novel ideas are later introduced—involves laying your trail backwards. Go to the place where you plan to hide your treasure, pick out a spot and write a clue to place nearby, giving instructions for finding the treasure. For example, suppose that this is clue number ten. Now walk to a likely spot and write clue number nine telling how to get to clue number ten. It will be easy for you to do so, for you have just been over the ground the hunters will cover. Proceed in this fashion, gradually moving to the spot where you plan to start clue number one. The age and background of your hunters will determine what kind of clues to use. The younger the group, the more simple the clues.

Plan your hunt to fit the group. Use inexpensive prizes and have something for everyone (candy or fruit), especially when children are the treasure-seekers. If the treasure is concealed near the start of the hunt, hunters feel let down and disappointed. Be sure all clues are read, especially by the winners.

To make your treasure hunt fun for all, make duplicates of all clues so that each person or group may take one. Draw a different symbol, a simple one, on the corner of each. Slips of a particular color, or pebbles dipped in showcard paint, may be left at every clue. Each hunter takes one so that at the end he may show a full series. However, when only one copy of a clue is used, hunters must put it back as they found it.

Go along to interpret clues. What may seem clear to you may stump the group, but only give help as a last resort. Near the middle of the hunt, use harder clues to slow the group down so that stragglers may catch up.—*Memphis, Tennessee, Park Commission.*

COMMUNITY CENTER SERVICES FOR THE ELDERLY

What would your answers have been if this survey had been sent to you? Do your program plans really provide for the elderly in your community?

FORT WAYNE, Indiana, had been experimenting with a recreation program for the elderly for sometime when, hoping to improve this program, it hit upon the idea of sending a questionnaire to superintendents and directors of recreation and to directors of agencies in cities whose populations exceed 100,000. Its purpose would be to learn how other communities meet the needs of their older citizens. Thus, in December 1948, Martin Nading, Jr., Secretary and Recreation Director of the Board of Park Commissioners of Fort Wayne, compiled a data sheet which was addressed to 113 such recreation leaders. In February 1949, thirty-eight additional questionnaires were sent to those who had not replied to the first. A total of ninety-eight questionnaires were finally returned with thirty-one completely answered, thirty-one partially answered, and with thirty-six replies sent by letter, pamphlet, report or such form other than the questionnaire.

Results showed that sixty-one of the ninety-eight cities cooperating have a recreation program which includes older people, but only thirty-eight of this number plan a special program just for these oldsters. To the question what is the average daily attendance, twenty-seven replied with answers that ranged from fifteen to 750; twenty-five replies averaged 170. However, twenty recreation departments reported that they reach approximately from fifty to 6,000 different elderly people each month and eighteen average about 810 people.

While fifteen departments reported an advisory committee for their oldster program, twenty admitted no such provision. As far as actual supervised leadership is concerned, indications were that twenty-five cities have full-time directors for this program, ten have part-time and four depend on volunteers.

Of the facilities used for a program with older adults, parks seemed to be most popular, according to a check from nineteen recreation departments. School buildings were second with sixteen checks and then followed private facilities with nine, public buildings—eight, centers—seven, playgrounds—four, city buildings—three, city auditorium—one, old fire house—one, field house—one. This use varied from one hour monthly to twelve hours every day during the year.

The cost of leadership, maintenance and supplies was reported from eleven cities as "not separated" from the budget. Nine others replied that their costs totalled from $200 to $25,000, the average being $7,017. In twenty-four cases, there were no financial requirements for membership; two reported that it was determined by group; two, by contributions; three replies said ten cents per meeting; one, fifty cents per month; another forty cents per meeting, and one, two dollars per year. Tax or recreation departments helped finance the program in twelve cities.

Mr. Nading discovered, in answer to another of his questions, that Hartford, Connecticut, was the first city in the group reporting to have a program for the elderly, inaugurating this in 1914. The majority of other cities seemed to have begun theirs since 1944.

There wasn't too much element of surprise in the answers to: What are the most popular recreation activities for your oldsters? As expected, handcrafts, music, dancing—with emphasis on square dancing—hobbies, nature study, drama, social parties, clubs, classes and those sports of a more quiet nature such as horseshoes, croquet, shuffleboard and the like, and quiet games won the most approval.

Many of the recreation departments summed up their part in the survey with the assertion that there is much room for improvement in their planning for the elderly. Predominant among their recommendations was that there should be more centers for this age group under the direction of capable leaders and with more adequate financing. Said one city: "The program for elderly people must receive major attention in the near future."

Camping for the Community

Barbra Holland

THIS IS the simple story of how the citizens of Dearborn, Michigan, a midwestern city of 90,000, provided a year-round camping program for all its people, both young and old. Camp Dearborn is the answer—a municipal camp of beautifully wooded acres of rolling land just forty miles from the City Hall.

First, Mayor Orville L. Hubbard, with the authorization of the city council, appointed a camp commission for the purpose of recommending the purchase of a year-round camp. The commission was made up of representatives of clubs, churches, fraternal, youth and civic organizations.

Then, on January 1, 1948, the city purchased 240 acres of property developed twelve years earlier as a model farm on which prize Percheron draft horses were bred. Its wealthy owner had lived only a few years after establishing it but, in that time, had constructed two modern homes for caretakers and several steel farm buildings. These houses are a mile apart.

The first summer under new ownership saw Camp Dearborn develop as a municipal campsite. Buses picked up forty boys and girls each day at the city playgrounds for a period of eight weeks, five days a week. The 1,600 youngsters who left their homes early in the morning during the summer of 1948 were returned about five-thirty the same day after an exhilarating and educational drive from the city to the country and back.

This outdoor experience became so popular that the entire day camp program was doubled in 1949, our second season, both in personnel and in the number of campers, under the administration of the city recreation department.

Mayor Hubbard also invited adults to visit the new campsite and, in response, the 1948 Memorial Day week-end brought an influx of 2,500 citizens, and the long Fourth of July week-end approximately twice as many.

The Dearborn camp idea covers four phases—day camping, organized overnight camping, family camping and picnic camping. The last two grew to such proportions that year-round camping was certain to become a reality.

Lyle Hotchkiss, chairman of the camp commission, reported that several luncheon clubs had requested permission to construct cabins for the young people. This presented an opportunity for all groups of the city to cooperate in the program, instead of going on with separate projects.

Dr. L. B. Sharp, executive director of Life Camps, was brought from New York to make a study of Camp Dearborn. He urged that its operation and development have a year-round tie-in with the total community recreation program, and his plan was adopted by the city council at the recommendation of the commission.

Our second year witnessed continuous development through the contagious enthusiasm of the mayor and other citizens. Eighty additional acres of land were purchased in order that we might control the entire camp lake and to provide more territory. A modern home and farm buildings were included in this second purchase; and, before the close of the season, the city was given thirty-six acres of heavily wooded camp property in exchange for ten acres in one corner of the newly-acquired section of eighty acres.

This arrangement was made with the Huron-Clinton Metropolitan Authority, a public agency which owns 4,000 acres adjoining Camp Dearborn and invites our children to extend their camping program to its areas.

Prior to Dearborn's purchase of this property, the lake was not used for bathing; but, today, thousands of tons of Lake Michigan sand have been spread on its shores to create a beautiful bathing beach. The many wells and springs, rustic tables and benches, stoves, boats, nature trails and

Barbra Holland is director of camping, Dearborn.

Digitized by Microsoft®

wooded areas have attracted thousands to the family camping area. The Huron River winds its way for three-fourths of a mile through our camp property, with canoe trips starting and ending at this point.

When Camp Dearborn goes into its complete building program of main lodge, sleeping cabins, and other camp buildings, the recreation department will be ready because of a successful experimental overnight program for boys and girls conducted last summer. Plans for 1950 call for ten weeks of overnight camping, with separate periods assigned to boys and girls. However, until the building program gets underway, tents will be used to house the campers, with a specially constructed building lodge for the serving of meals and for rainy day programs, similar to that of last summer. In fact, many of the overnight campers still talk about those evening campfires and cook-outs. Others remember the hikes in the woods, hunting for raspberries and swimming twice a day. Evidence of campcraft activities during these sessions are still present. The newly-peeled and varnished flagpole and lodge water-color pictures are projects left by the first organized camp groups. Leaders have had words of praise from mothers for the dining room procedure and etiquette which were encouraged in camp.

Staffing our camp with qualified counselors comes as a result of certification, following tests by the civil service commission. Teachers with a camp background, trained counselors and college students are employed. One intensive camp counseling training period prepares them for our particular camp. This provides Dearborn children with leaders trained in child guidance, group work and democratic camp leadership.

The camp offers a varied program of activities throughout the year. Children have an opportunity to become acquainted with farm life, learn about farm animals and pets. The former owner of the property left an ideal farm where an agricultural program can be developed by the campers. During the past two seasons of winter camping, youngsters have camped under canvas, and enjoyed skating, tobogganing, skiing and hiking. Another interesting feature of the program includes teaching young boys and girl to fish.

An average camping day finds boys and girls hiking to the day camp area for the flag-raising ceremony, after which campers and counselors plan for the day. The eight-year-olds, after selecting their group name, usually explore the woods just over the hill. The nine-year-olds, who sometimes call themselves the "trailblazers," often prefer to go to the docks to practice rowing. Older campers between the ages of eleven and twelve select their group names and go fishing, trailblazing or devote time to campcrafts and nature hikes.

Fire building lessons are part of Dearborn program.

Some campers, after a good morning of fishing, clean and cook their catch in aluminum foil for lunch. Others bring their lunches from home but also cook their hamburgers and vegetables over the fire. The popularity of the day camp program has prompted several luncheon and civic organizations to create a milk fund which provides milk daily.

After a rest and relaxation period under the large maple trees, the groups are off again to carry out the plans decided upon during the morning. Campcrafts, bird study, treasure hunts and mapping are very popular in the afternoon. Later, all groups return for the flag-lowering ceremony, after which the youngsters go to the beach for a swim before returning home.

The most significant part of this program is the planning done on the playground before the children leave for camp. Discussion sessions are held, during which leaders distribute permission slips to prospective campers for their parents' signatures. Advice is given on necessary clothing and cooking utensils. Safety precautions for the bus trip are explained, advice given to swimmers. Parents from the neighborhood often accompany their children for the pre-planning session.

Among our plans for the future, we hope to improve our day camp service, enlarge our overnight camp program and winterize buildings in the family camp area so that these groups may visit the camp all year round. In the past, it has not been unusual to see thirty families camping there.

Certainly this idea of a municipal campsite for year-round outdoor living has a place among the new trends of services to be provided by tax funds. Character-building for its youth, citizenship and civic consciousness in an outdoor pattern for its adults are certain to bring more happiness to the people of any community.

Woods Courtesy

FAY WELCH

In your own home, or in the homes of friends, you follow certain commonly accepted rules of good manners. In the woods there are different, but no less definite codes of etiquette. When these are violated, it is usually through carelessness or ignorance rather than by deliberate intent. It is the privilege and duty of those who respect and know how to use the out-of-doors to help others who are just getting acquainted with the forest environment. Most of the following rules relating to wilderness manners are probably familiar to you. In fact, you may think of some that have been omitted, but these suggestions are made in order that you may feel more "at home" and avoid danger or criticism when you are in the woods.

1. Treat your parks and forests as thoughtfully as you would want others to treat your own garden or home.

2. Though in the wilderness, remember that others have preceded and many will follow you.

3. Ask permission before going on private land and be particularly careful of fences, crops, and domestic animals.

4. Be careful about destroying vegetation. Do not needlessly mutilate flowers, ferns or trees, nor harm wildlife.

5. Play fair. Observe the fish and game laws. These are designed to regulate hunting and fishing so as to assure a permanent breeding stock and reserve a fair share for each hunter or fisherman.

6. Do not touch or disturb the children of the forest. The baby bird, fawn or rabbit that you think is "lost" probably has parents who only await your departure before taking over.

7. Be very careful with fire. Remove all inflammable materials to a safe distance before lighting your fire; and be sure it is out before you leave it.

8. Bury or burn filth and rubbish. Avoid polluting springs, streams, or lakes.

9. Leave your picnic ground, campsite, or cabin in as good a condition as you found it—or better, if possible. Assume that the next camper may be drenched or freezing, and leave a supply of dry wood and kindling in a protected place.

10. Help keep trails open and in good condition. Do not drop papers or other rubbish along trails or roads.

11. The true woodsman is always friendly, hospitable, ready and willing to help anyone in need.

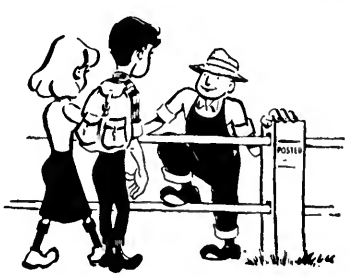
Fire Building and Fire Prevention

In the woods, a fire can be your best friend. It can cook your food, sterilize your drinking water, dry your clothes, consume camp rubbish, warm your tent or cabin, bring cheer and contentment, and even save your life in bitter winter weather.

But misused or uncontrolled fire can become your worst enemy, destroying your tent, your belongings, the forest, the soil, the wildlife, even your own life. So fire building and fire prevention merit your careful study and attention.

Fire Building—In choosing wood for fuel, remember that:

Dead branches on trees are usually drier than those on the ground. Limbs without bark are usually drier than those with bark. A split stick with sharp or splintered edges takes fire more rapidly than an unsplit, round stick. Lightweight woods (white cedar, white



From "When You Are in the Woods," published by the New York State College of Forestry, Syracuse, New York, in April, 1950. Available from Room 120, Bray Hall, College of Forestry, Syracuse 10, New York.

pine, spruces, willows) ignite more quickly and burn more rapidly than heavy woods (sugar maple, beech, hickories, oaks). The fuel value of a stick of dry wood is roughly proportional to its dry weight. Exceptions are woods with a good deal of resin. These have greater fuel value.

When you lay a fire:

Select a spot where the fire can be built on mineral soil (sand, clay, or loam) or on rock. Then clear away all inflammable material for several feet around your fireplace.

Gather enough tinder, kindling and other dry wood of various sizes so that you will not need to desert your fire and go looking for more wood during the first ten minutes. Good tinder is birch bark, small dry twigs of hemlock, spruce or balsam, and shavings of dry cedar or pine. Yellow birch bark is excellent. White (canoe or paper) birch bark is equally good, but should not be stripped from living trees.

Have tinder at the bottom so that flame from a match will easily ignite it. Leave a space on the side toward the wind where you can reach and light this tinder. Add slender, dry twigs or splinters above the tinder. The smallest twigs or splinters should be added first; the larger pieces placed above them. Let your fire "breathe"—air is as necessary as fuel. Crisscross the sticks to leave air spaces.

Feed the fire constantly and rapidly, letting each flame ignite or dry another piece of wood, until it is well-established with good-sized sticks burning. Gauge your fire's size to its purpose, being careful not to build it any larger than necessary. Usually a small fire is best for cooking.

Keep your fire going with the heavier woods. They give a good bed of coals for cooking.

Fires for warmth and reflector baking are best built in front of a large rock.

If you're building a fire in the snow, you must first clear away the snow. Or, if the snow is deep, pack it down and build a platform of green or rotten logs sufficiently thick that the fire will not burn through this base until you have no more need for it.

It is well to remember that:

It takes at least *three times* as much fuel to keep your fire going all night as you would expect (before you try it). It is a slow and cold process gathering more firewood at three a. m.!

When gathering a wood supply, work it up into proper lengths and pile it conveniently, but not dangerously, near the fireplace. The cook will be pleased if it is sorted according to size, and covered whenever rain threatens.

Fire Prevention—Every year, thousands of acres of forests are seared by fire. Most fires are caused by carelessness. A smoker drops a burning match or lighted cigarette, or someone fails to put out his campfire. If most fires are caused by human carelessness, then most can be eliminated. Hence it is your and everyone's duty not only to be very careful with fire when in the woods, but also to educate campmates and friends to be careful. It is very important that fires be detected early. A small fire is easily quenched; a large one is very hard to control. So, if you spot the beginnings of a forest fire, report it (by telephone, if possible) to the nearest ranger immediately.

New York State has an elaborate system for fire protection with forest rangers, observation towers on mountain tops, hundreds of miles of telephone lines, fire-fighting trucks equipped with two-way radios, and even observation planes. This system has resulted in a great decrease of serious forest fires in recent years.

To prevent forest fires, remember to:

Put out every match. If you break them between your thumb and fingers before throwing them away, you will be certain that they are out.

Crush out every cigarette. Tear the butt apart and dump the tobacco to be doubly sure it is out. Be equally careful with cigars and pipes. Do not smoke at all in the woods when they are very dry. Smokers cause four out of ten fires in some states.

Build campfires only in safe places, on sand or other mineral soil, or on rocks. A nearly-dry stream bed or a beach is a safe place for your fire. Above all, do not build a fire on duff (dry, decaying leaves, wood, and other vegetable matter). Duff will harbor a spark for hours or days, and fire will travel through it underground for several feet.

Clean away all inflammable material to a safe distance. Do not leave your campfire unattended.

On forest preserve lands no fires are permitted except for cooking, warmth, or smudge purposes.

Drown every fire. Do not merely pour water on it. Wet ashes will form a "roof" that keeps the water from reaching the coals below. Take a stick, stir and dig while splashing on more water until every coal is dead.

Walk Into the World

Donald Culross Peattie

MILLIONS OF PEOPLE have never learned to walk. True, they can put one foot before another to get from car to desk, to the bridge table or to a seat at the movies. But if there were a moving platform to relieve them of even this footwork, many would take it. For they have never learned to *walk,* and love it.

Too many think of walking as nature's clumsy substitute for easier ways of going places. Yet Thoreau argues that "the swiftest traveler is he who goes afoot." You smile at his whimsy; can you refute his logic? If you take the train from Concord to Fitchburg, he argues, and I walk, I shall get there before you, for first you must stop and earn the carfare, whereas I can start walking from my front door right now. "And, if the railroad reached around the world," concludes the sage of Walden with a twinkle, "I think that I should keep ahead of you."

For the tortoise pedestrian in many ways beats the hare-brained motorist at the game. He misses nothing by the way and arrives at his destination in one piece, both body and soul, the better for his journey. "Walking," says Lawson Robertson, coach of many American Olympic teams, "is the most natural form of exercise. It puts the least burden upon the system and is the easiest to take." More, it is one of the supreme privileges of mankind. For only Man, out of all creation, can truly be said to walk—wholly erect, that is, with straight back, shoulders wide, head up to scan the beckoning horizon or plumb the sky for weather. The victims of polio or war—they could tell us what it means to have that swift human impulse, in vain. Yet there is another crippling disease that has killed in millions of people not the power but the will to walk. Its name is "automobile legs"—a weak-kneed dependence on wheels. A typical victim is the sixteen-year-old son of a friend of mine whom I heard demanding the family car to take his girl to the movies, a mile from her house. Neither was handicapped—in fact he aspired to be a track star and she could dance till two a.m. and call the night yet young. But if he made her *walk* to the movies, what would she think of him? What would people say?

The young and old who like to walk are richer than many a car owner. On their walks they are free of worldly encumbrances. No more is needed for their pleasure, says Emerson, than "endurance, plain clothes, old shoes, an eye for nature, good humor, vast curiosity, good speech, good silence, and nothing too much." He called walking a fine art; yet it takes neither training nor talent. It is also a sport, and the only one I know that has

Mr. Peattie, author and botanist, is widely known for his numerous published articles and stories.

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absolutely no rules. For myself, I think it is also a faith; just as he puts his trust in the solid ground he steps on, so the walker feels rising in him renewed belief in some goodness abroad which, though he may never reach it, is yet his goal. This air which he takes to the bottom of his lungs is heaven's; this motion, foot after happy foot, is free will; and when he is back at his own door, with keener blood and clearer eyes, he feels that some inner grace has been granted unto him.

Yet he has no creed; there are many roads to salvation by walking. One man takes in hand a well-loved blackthorn stick; another thrusts empty fists deep in his pockets. One fellow, like Sir Walter Scott, won't go without his dogs. Some like to take the same walk every day, agreeing with Richard Jefferies, the English naturalist: "I want the same old road and loved things; the same wild flowers, the same trees, the same turtle doves, the same blackbird, and I want them in the same place." A brother naturalist, W. H. Hudson, hated to retrace his steps, but lived like a tramp for months at a time, feeding on blackberries and sleeping under hedges.

Walking is for all seasons, all weathers, all ages. Only the man afoot really knows the time of year. Only he can read the tracks on the new fallen snow or catch the drifting flakes upon his sleeve, to study before they melt. You'll know October best when you scuff through the leaves on a high blue day, hearing the ragged crow-call as you couldn't in a car, discovering gentians like matched sapphires, rifling a Blue Permaine from somebody's orchard to eat as you climb the windy ridge. On foot you can see spring conquer the world, valley and farmyard whelmed with bridal fruit blossom, and follow the way of the unbottled brook. In summer you can ramble till you are tired and fall asleep under a tree.

What if it does rain? A walk in the rain refreshes man as well as grass. And never does the whitethroat sparrow sing his piercing notes so sweetly as when he matches their silver against the silver of the rain. What if a fog rolls in? The most magical hours of all my walking days have been in fog—whether on the rocks at Marblehead or in San Francisco's streets. For then familiar landmarks take on mysterious significance, sounds of buoys tolling come eerily through like the bells of some false faith; peach trees in bloom stand suddenly forth, like the first assault of love upon the heart.

In addition to being clothed for any weather and shod for comfort, you need to know just a little more than how to put one foot in front of another. I'm no coach, but I have found that it helps, when you first step out, to pull yourself out of your hips and take a deep breath. Roll your shoulders back once to free them of all your worries; don't keep them locked thereafter. Set your gait to please your mood, but not too fast in spite of eagerness. Those who start out in a burst with long strides will presently lag; the man who saves his strength comes in first at the end. In climbing a slope, lean well forward; gravity will thus help to pull you up, strange as it sounds. Don't take the climb in great strides, for that will pull the calf muscles. Remember that every step up may equal ten on the level and pushes the heart accordingly. So rest one breath on each upward step if the going is steep.

And if you take a companion, be sure he is one who wears well; if you go alone, you may still travel in the company of great pilgrims of the spirit. The first man to walk for the joy of it, so far as I have ever read, was none less than Saint Paul. In *Acts,* Chapter XX, you can read how he sent the other disciples around by sea, while he went across the Troad Peninsula by land, "minding himself to go afoot." Francis of Assisi delighted to tramp the Umbrian hills with his brethren, singing praises to God for the beauty of hills and trees, wild flowers and birds. The first great American walker was William Bartram, the Philadelphia naturalist, who tramped the wilds of the Carolinas, Georgia, and Florida in the days when our nation was coming to birth; his *Travels* record the dewy freshness of that morningtide. A prince of walkers was Robert Louis Stevenson, who footed it across France and told his adventures in *Travels with a Donkey.* Of Wordsworth as a great pedestrian, his friend De Quincey wrote: "I calculate that with these identical legs Wordsworth must have traversed a distance of 180,000 English miles, a mode of exertion to which he was indebted for a life of unclouded happiness, and we for much of what is excellent in his writings." Walt Whitman too was a tireless pedestrian; he roamed Virginia's battlegrounds, California's redwood groves, and, best of all, "my own Manhattan," where in all seasons he haunted the streets and docks.

For to walk in a city is to enter the human adventure at a new point. You pass freely among strangers, as a brother—for as soon as they become pedestrians are not the owner of a limousine and the man who has only a jalopy on an equal footing? Yet all have their own stories and you feel this subtly as you pass among them, noting not only face but gait. It has been said that a workman and a spy cannot walk in the same way, and neither will a sailor and a stockbroker, a girl

shopping for a hat and another going to meet her sweetheart. What birdsong and wild flowers are to the country walker, so must be the glimpses into the human heart which walking in the city affords the observant.

He will have an eye, too, for city beauty. It is harsh, angular, full of changing light and brutal planes, yet softened by the very smokes and damps of crowded living. Washed clean each morning when empty towers rise like new into the dawn, by night it is enchanted as spattered office window lights fling unknown constellations on the throbbing dark. Here, too, are flashes of nature—the strut of pigeons, the harbor gull over canyons seething with the human flood; even the children at play in crowded streets, their cries and minnow swarming, belong as much to city nature as to human life.

A familiar city changes endlessly; a strange one challenges the walker. When I was fifteen I used to plunge into London and promptly and excitingly lose myself. Yet, wherever I got lost, I immediately found myself before the door of some famous house, some fascinating shop, museum, or monument. I would walk till I was hungry, dive into the nearest restaurant, and walk on again, whether in a circle, a figure-eight, or straight toward Scotland I never knew. I brought home with me, custom-free, unlimited impressions of ancient churches, squares, parks, palaces, bobbies, beggars, and barrel-organs.

With my brother I walked in the English countryside—through Shakespeare's Avon Valley, the Lake District, on the Devonshire coast, and along the road to Canterbury, taken by Chaucer's Pilgrims and Caesar's legions. Always we chose the byways, avoided the highways. We talked with farmers and shepherds, with carters and soldiers tramping home on leave. In no other way could we have come to know the English as on that golden holiday. Along the poplar-bordered roads of France, too, we took our way into the heart of a nation new to us, for all the world is friendly to the newcomer on foot.

The young—light of foot and brave of heart—know better than the rest of us that the way to understand another country is to walk in it. Some of us believe that here is one of the paths to peace. We make much, and rightly, of exchanging students with foreign countries. Why not also an exchange of walkers? It might counteract false Hollywood-born impressions if we guided foreign youth groups to the real heart of America, afoot—up the Great Smokies' miles of trails, to the porch where a mountain woman sits weaving, to the cider presses of Vermont, the fishing villages of Maine, the friendly farmyards of rolling Ohio. You do not know a country till you have drunk from its springs, and touched the hands of its simple folk, and sat at their tables.

But the newcomer to America is impressed instead with the flood of our traffic and the maze of our highways. Lanes that I used to tramp in Connecticut, under the shade of elms, listening to the song of the veery, breathing the odor of lichen and fern, are now six-lane highways. The elms are gone; the smell is of gasoline fumes and, if a veery sings, how shall anyone hear it? Our tremendous highway improvement has all been at the expense of the walker, whose life is not safe there, whose very rights are ignored.

What trails we have in America are, most of them, superb. The national parks, of course, are the hiker's paradise. The Green Mountains of Vermont have, through the wisdom of rugged natives, sternly kept an automobile highway away from their crests. The Appalachian Trail is a thousand-mile hiking path from Maine to Georgia, with shelters and hostels all along the way. There I slept on beds of balsam branches for a mattress and never slept deeper; never did I see so much of sunrise and northern lights, sunset and moonlight. Members of the Sierra Club in California maintain hundreds of miles of trails, dozens of shelters and camping sites.

What we need is the preservation of good walking around our crowded cities. An impractical idea? Not at all. Cook County, Illinois, with a tremendous industrial growth pressing upon it, has encircled Chicago with a chain of forest preserves. One can tramp the trails there for hours without crossing a pavement or hearing traffic. Giant burr oaks spread their sinewy boughs over you; spring beauties unroll a carpet before your feet; an egret in bridal beauty stands motionless in the shimmering slough. You would hardly know that these woods had been explored since Father Marquette passed through them.

But whether in country or city, a world lies waiting to be rediscovered. Open your door and walk into it! No man is so free as he who strides forth where he pleases. Tomorrow you will be astonished at how much longer you can walk; the next day you will want to walk farther. Where you will go and what you will see is for you to find out. But I promise you that you will return with more than fresh air in your lungs. "The world of our better selves," says Dr. John Finley, famous for footing it around New York, "is most surely reached by walking."

Costumes worn to gay nineties party add to the fun.

Helen P. Abernathy

Accent on Youth*

THE PAST-SIXTY lady in the striped bolero, the Napoleonic hat and the severe black gown swung her arms in a series of dramatic gestures and delivered an oration that would have wrung the hearts of any ordinary audience. Her audience was not ordinary and so it laughed.

A few minutes later, another past-sixty lady spread her mouth in a wide smile and waited impatiently while a companion measured it. The spread was exactly three and one-half inches. So she was awarded first prize.

Such antics are not uncommon during meetings of Pulaski's Gay Nineties Club, a joyous little organization of women who have, to a great degree, succeeded in turning time backward in its flight. As a matter of fact, old Father Time probably is glad to take a brief vacation when the girls get together. Their sessions are not open to the aged, and their imaginative minds can cook up more deviltry than most naive teen-agers.

Sessions of the Gay Nineties Club began back in 1947 when a group of Pulaski, Tennessee's more matronly (NOT elderly, please) ladies decided that something should be done about Father Time. Not content with growing old gracefully, the "girls" believe that it is just as well, perhaps better, to mix a little fun into the process. The members readily admit that they have celebrated their sixtieth birthday—but that's all, sister. Anybody who mentions age pays a comparatively stiff fine into the club's none-too-full treasury. There even is a penalty for having birthdays, such unfortunate persons being required to become hostess for the meeting that month.

For a while the girls rotated their monthly meetings among their homes, but the preparation of hot dishes (they don't get enthusiastic over dainty sandwiches) proved too great a strain and so the sessions now are held in a Pulaski coffee shop.

Costumes worn to the meetings are the epitome of The New Look—but in reverse. At a recent session, planned as a repetition of Friday afternoon in a school of the gay nineties period, the girls hit an all-time high in the matter of dress. Cameos appeared on stately silk neckbands; brocades, bustles, lace mitts and towering hair-do's vied for attention. The climax of the day's entertainment was a spelling match, with a string of ears of corn awarded as the prize.

*Reprinted from the *Nashville Tennessean*.

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Mrs. Ruby Payne

A VOLUNTEE

IN EXAMINING an existing community recreation set-up which is distinguished by outstanding professional-volunteer cooperation, it might be interesting to see how nearly it follows the basic patterns recommended in the article "Partners on the Job," page sixty-four in this issue of RECREATION.

There is a community center in Lancaster, Pennsylvania, which one might very possibly wander into and find everything going very smoothly indeed—with no director in sight. Here volunteers seriously accept their responsibilities for program activities, and the absence of a professional leader in no way interferes with the functioning of the day's schedule.

Over twenty years ago the Crispus Attucks Center was opened, ostensibly to serve the needs of the local Negro population. At that time it consisted of two rooms in a residence, in charge of a full-time professional worker. After some experimentation, G. D. Brandon, superintendent of recreation then, as now, was fortunate in finding, through Mr. Attwell of the National Recreation Association, just the right person for this job of leadership — Mrs. Ruby Payne, a trained young Negro woman from Ohio.

When Mrs. Payne arrived on the scene, the church women of the community, being aware of local needs, already were showing some interest in the new community center; and the new director was asked to meet with their missionary associations and speak to them about the work and needs. At that time they were pursuing a study of Africa, which opened the way for her approach to them. Mrs. Payne met with them many times. They were pleased with her interest and sincerity, and wanted to know how they could tie in with what was being done at the center; how they could be helpful in promoting better community understanding of good interracial relationships and of the need for the new center. (At that time, the community knew little about the local Negroes.)

As an initial step, plans for a community concert were worked out by the professional worker in cooperation with this willing and civic-minded group. Florence Cole Talbert, who had sung the title role of *Aïda* in Italy, was obtained. Community interest became enthusiastic and the affair was a great success.

All projects since then have been interracial. Volunteers have been drawn together in a common concern regardless of color or creed. The hot lunch project for neighborhood primary and elementary school children was started by the church women and is now in its tenth year of operation. An interfaith committee of volunteers—all of them busy community women — assumes all responsibility, planning and work. The venture, conducted daily in the basement play room of the community center, is supported by contributions of food and money periodically collected in churches throughout the city, and by government subsidy — nine cents per meal per month plus government surplus food. Each meal consists of a substantial hot dish, sandwiches, milk and dessert.

A small charge of about fifteen cents per meal is made to families where the family situation warrants it. Careful investigation is made in each instance. All other meals are free. In December, for instance, a total of 1,163 meals were served—or an average of seventy per day. Of these, 825 were free meals, 338 were paid meals. During that same month, over one hundred women volunteers contributed 555 hours of service.

They make sandwiches, set tables, serve and play hostess—six church women being present to conduct each meal. Their schedule is set up by the committee, which meets monthly at the home of one of its members. It is impossible to talk with these faithful women and their able chairman, Mrs. Emory Witwer, and with Mrs. Harland Fague, president of the Lancaster Council of Churchwomen, without realization of the genuine satisfaction and enjoyment which they achieve through giving their services. *Being thoroughly convinced that they are needed,* and completely understanding of the aims of Mrs. Payne's work, wild horses could not drag them away from doing their part.

They get a great deal of pleasure, too, out of planning special lunch room parties on holidays. Last Christmas they served a turkey dinner with all the trimmin's—the turkeys being donated by a

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local business woman. On the following week they held a Christmas party for the tots, with a Christmas tree, Santa, decorated tables and placegifts—also made by volunteers.

The original establishment of this project was the beginning of the successful working relationships between community volunteers, Mrs. Payne and the professional workers who have been added to her staff during the growth of the work.

Today, the center, lodged in a building of its own, is a beehive of stimulating activity with white

UCCESS STORY

and Negro volunteers cooperating with each other and with staff in the planning and carrying out of the program. This program has grown, quite simply and naturally, into one for all local folks who need recreation services. Mrs. Payne herself is the first to admit that she would be lost without her volunteers. Their continued enthusiasm has made possible great strides in service to the community and is definitely making its mark upon it.

There has grown out of it, for instance, the city-wide Lancaster Interracial Council, made up of a representative group of citizens—individual ministers, church women, professional people, social workers, and representatives of groups such as the YWCA, YMCA, Seventh Day Adventists, Jewish organizations, Unitarian Service Committee and so on. Mrs. Payne, of course, is a charter member. This council, interestingly enough, was born at a corn roast in 1943 in a small interracial group who were enjoying, in an informal way, the fellowship which grows between persons interested in promoting better living standards for community people.

Subsidiary committees of the council have undertaken really thrilling projects. The Youth Placement Committee, for instance, under the able leadership of Dr. Henry N. Williams, a busy physician and A. William Hill, a local undertaker, combats a rather subtle local discrimination in employment, guides local youth in vocational matters, provides a listing of local job opportunities, and has established successful week-end work camps. The committee has been active for three years. Mrs. Payne, in the community center, helps greatly in the job of keeping in close contact with the young people served by the committee, talking with them about their personal problems, studies and so on. Much of this individual sort of thing goes on daily at the center. Leading business and professional people have been called in to address the young people and to tell of qualifications necessary to the various fields of work. The committee also has been successful in getting the services of several nationally outstanding minority peoples to speak to the groups, and in arranging interviews for the young people with those local industries which have agreed to base their employment upon merit.

In this, the third year, the week-end work camps, patterned after those in Philadelphia, are being conducted at the Crispus Attucks Community Center. These, too, are interracial and are an experiment in "joyously shared cooperative living—devoted to the welfare of others". Essentially, the project is looked upon as a training ground for peace-makers. The campers gather at the center on Friday evenings, and on Saturday go forth in pairs to help improve living conditions in the community, to work in homes in the poorer sections of town, doing the painting and patching and carpentry work necessary, and generally improving the premises where the owner cannot afford to have it done. "And," says Dr. Williams enthusiastically, "the youngsters are glad to *pay* for the privilege of doing it." A complete week-end usually costs them around three dollars each.

On Friday evening the group plays games and rounds out the evening discussing what members are to do next day and the philosophy of it. On Saturday, the actual work is done under the supervision of a trained workman. In the evening they return to the center for supper, discussion of the day's experience and recreation. On Sunday morning, all go to church together—tying in with the interracial service at different churches in the community.

Groups in the work camps have to be small, the ideal number being around fifteen to twenty, but actually running about forty. In Lancaster they are made up of high school boys and girls, students from Franklin and Marshall College, Millersville State Teachers College and Penn State College, Youth Fellowship groups, and young married folks.

The city-wide series of interracial church services, mentioned above, is another example of the far-reaching influence of the center's successful relationships with volunteers. They are arranged and conducted by the interracial council in cooperation

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with the ministerial association. Community churches take turns in presenting these services.

Another subsidiary committee of the council, under the able leadership of the Rev. Robert Roschy of the Evangelical and Reform Church, is that which investigates and tries to promote community concern for bettering the living and working conditions of migrant workers who are transported like cattle across state lines.

Crispus Attucks Community Center activities have grown in corresponding measure and in a way which would have been impossible without the help of interested citizen volunteers. While the board, under present chairmanship of Mrs. Carrie Foster, who has been a member from the beginning, does all it can to increase and improve facilities at the center, other volunteers, such as those on the biracial board headed by Martin M. Harniston, president of the recreation association, help with the planning and conducting of program activities.

Mrs. Payne has long since recognized the real contribution in ideas and vision, as well as in service, that volunteers can make. She so wholeheartedly accepts this fact that she draws from them the very best they have to offer. Perhaps that is why she faces no problem in holding them. In being not only willing, but eager, to give them added responsibility, she makes them feel necessary to the success of the over-all program in which she, long since, has stimulated their interest. She feels that this, more than any other type of recognition, is the secret of having volunteers serve loyally over a period of years. Says one volunteer, "Mrs. Payne inspires all of us, keeps us coming. I have been here for eleven years."

Among community center projects there is, for instance, the day nursery for tiny tots, under the leadership of Mrs. B. F. Snavely who is chairman of the Day Nursery Auxiliary and a member of the recreation board, and Mrs. C. C. Vogt of the Unitarian Service Committee. A volunteer advisory group to the staff is headed by Mrs. Elizabeth Carter. A newspaper, put out by teen-agers, in mimeographed form, has been started by a young volunteer, wife of Rupert Tarver, the center athletic director. Mrs. Tarver had been in newspaper work before she married, and when she first came to the center, Mrs. Payne casually mentioned having long felt that getting out a newspaper might be an enjoyable and rewarding activity for the young folks.

"I don't know how it happened, really," laughs Mrs. Tarver, "but the next thing I knew, I had gathered a group of teen-agers together to talk it over. Since then I've just been dropping hints and they've gone on from there." Regarding her volunteer job she adds: "I find that it holds me more than a paid job, for there is so much freedom in it. I'm not being told to keep a time schedule; therefore I take a great deal of pride in doing so; and I work twice as hard as I ordinarily would."

The library of the center has been completely taken over by the Pilot Club, a volunteer organization. Members collect books and catalogue them, furnish leadership for storytelling, library services. A student from the Lancaster Bible School leads a bible storytelling group each week, which is crowded with from thirty to forty children ranging from four to twelve years of age.

Two new projects, started and led by volunteers, are a glee club for youngsters, twelve to fourteen years old, which already is arranging public appearances, and a young adults group. The latter is for those from eighteen to thirty-five years of age. An okay was first obtained from Mrs. Payne and the recreation board by the volunteer leader—Mrs. Donald Englest; then boys and girls were called together to talk it over. Charges for the group were established. All members were to be requested to pay the fee of one dollar per year for joining the center, and twenty-five cents at each meeting for refreshments. They decided to hold some special event one evening per month providing nothing else which might include them was being held at the center during that time. The group does its own planning; committees for refreshments, music, decorations, registration have been set up. Each committee is assigned two volunteer advisors — a husband and wife — to help them with problems and decisions.

In athletics, services of volunteers, eighteen years old and over, are used at games for ticket-taking, score-keeping, coaching, serving refreshments. Mr. Tarver works closely with these volunteers and is proud that many of them benefit and grow through their volunteer experience.

In addition to volunteers who actively take part in daily programs at the center, Mrs. Payne has a list of "specialists" upon whom she can call to perform at any moment—such as a trained ballet dancer, trained musicians, arts and crafts people, and so on.

In explaining her success with volunteers she lines up her methods of getting and holding them as follows:

"I give a great many talks about our recreation program before local groups, and I never pass up an opportunity to tell of a new activity that we would like to take on if leadership were available. We plan to keep the program in a state of growth,

with the result that there is always a need of, and room for, new leaders — because of additional groups served.

"I try to make clear, too, the very real satisfaction, enjoyment and personal growth that comes to the volunteer and outweighs the time and effort involved in the actual service. Self-fulfillment and richness of living come only as we use our talents.

"Because our program is always open for observation, and volunteers already working verify this statement, its presentation carries appeal and conviction. Volunteers bring in other volunteers; they are good sales people because they enjoy themselves at the center, where they form new and interesting friendships.

"When approached by someone who shows interest in doing volunteer work, I ask, 'What do you like to do that you would enjoy sharing with someone else?' I chat with them a bit and say, 'Why don't you call me?' When they come in for an interview, we talk over the work. I explain our objectives and make it clear that our approach is different from that of the school—that people come to us only because they want to come.

"We never refuse any volunteer who wishes to help, but start with his or her latent abilities. Most persons are surprised and delighted to find that they can do more to enrich the program than they might suspect. They often discover that they possess skills of which they have been unaware. As yet, we have never found a volunteer who proved to be of absolutely no service to program. Through personal conferences, cooperation of all staff persons and careful planning, we have been able to help the new person overcome insecurity or weakness.

"One must, of course, look for certain qualities in a volunteer leader such as a real interest in and a liking for people, sincerity, sense of responsibility, friendliness, reliability and a sense of humor. A particular ability, skill or interest is particularly important for program volunteers.

"Appreciation, recognition, publicity and cooperation on the part of regular staff people toward the volunteer over a period of time must be shown. Praise should not be withheld when merited; likewise, encouragement and constructive suggestions should be offered in a helpful rather than critical manner.

"My calendar of speaking engagements for January and February may give some idea as to how wide a group of people may be reached about a program of recreation: a panel discussion of county and city schools, which marked the closing of a seminar for teachers at Franklin and Marshall College; First Baptist Missionary Society; Mothers' Club, Grace Lutheran Church; Mothers' Club, New Danville School (County); panel discussion on emotional health, Jewish Community Center; radio program of Lancaster Council of Church Women; PTA of Nathan C. Schaffer School; a meeting to promote joint talent show between students of Elizabethtown College and our center. This last grew out of a visit of the students to the center one evening. They were primarily interested in volunteer leadership for teen-age groups. After we talked together, it occurred to the boys and girls that they could offer leadership in music, debating, drama or play producing and game supervision. As a start toward getting acquainted, they decided that we have a talent show."

Left: volunteers help with community center games; right: hot lunch project was begun by church women.

Note how Mrs. Payne leaves the planning to them, but is present to give guidance and suggestions. Without question that will be a contagiously enthusiastic group.

She goes on, "Through affiliations, such as the following, I find splendid opportunities to make new contacts and recruit new volunteers: Board of Directors, YWCA; Board of Directors, Lancaster County Mental Hygiene Association; Social Workers Club; Interracial Council; Lancaster Council of Church Women; Y-Teen Committee of YWCA."

Mrs. Ruby Payne's good leadership and her techniques of work with friendly helpers should carry many a pertinent suggestion for those recreation leaders who are looking for better ways of drawing local citizens, their good will, skills and services into community recreation programs.

The volunteer worker and the paid worker become an effective team when each recognizes and respects the defined responsibilities and the particular capabilities of the other.—Advisory Committee on Volunteer Service of Community Chests and Councils, Incorporated.

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IDEAS for Activities with the Elderly

IN THE LAST SURVEY of public recreation, the two activities that showed the greatest relative gain since 1946 were square dancing and activities for older people. The latter shows the growth of many special programs and clubs for the more-than-seventies.

Every now and then a special type of program catches the imagination of recreation leaders and the general public—witness the teen-age centers of the war years. The only danger in such concentration of interest and energy is the possible neglect of other closely allied programs that are taken for granted, and therefore seem colorless beside the drama of the new program.

Not all of the older people can take advantage of our new Golden-Age Clubs. Some are homebound. Some are hospitalized. Some are not interested in this kind of program. Many are in homes for the aged. However, they all should have a fair part in this new interest of ours.

The following suggestions were compiled with institutions for the aged primarily in mind, but you can easily apply some of them to such groups in your own community or organization. Many of the ideas will fit into the family and into the local Golden-Age Club. Try them out!

- A greeting card with a brand new dollar bill (or a new handkerchief or homemade calendar) is a fine individual birthday surprise to be found by the older person at his place at the table, or on his tray if he is bedridden.
- Checkers, dominoes, lotto, parchesi, monopoly, cribbage, chess, peggity, rook, bingo and anagrams can be added to the card games usually played. Also pick-up sticks, lexicon, contract bridge, gin rummy and canasta might be introduced. Many old folks have not played some of these games for years so may have forgotten them or would never think to ask for them voluntarily. If they are brought to their attention, however, there might be quite a revival of interest.
- Horseshoes, using the lighter rubber ones rather than the heavier regulation shoes, as well as quoits, bowling-on-the-green and croquet particularly appeal to the men; special traditional games taken from the old countries, such as bocci or curling might also be introduced, as well as shuffleboard.
- A half-hour of music in the evening—some group singing of favorite hymns, or victrola records, or rolls on a player piano—might bring many listeners even though not all would care to join in the singing.
- A television set helps—a really good one! If you can't afford it, try to get a local church, civic or social group to contribute it. Arrange programs to suit all tastes.
- A movie screen and projector to show movies once a week, if possible, also contributes much. Again, if you can't afford it, perhaps some local group would be willing to bring in the film and equipment.
- Reading aloud for a short while directly after dinner, selections to be taken from the fiction library, magazines, the daily newspaper, or other sources, would be of common interest to many.
- A book cart on which are books and magazines, as well as supplies for quiet games and perhaps for simple craft projects, might be a very ser-

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viceable piece of equipment. Perhaps many more folks would take advantage of reading supplies and game materials if these were brought to them and they could take their choice.

• An exhibit of handwork by the older folks might well be displayed in a convenient place. A china closet, bookcase, or discarded candy showcase would serve the purpose and the contents might be offered for sale or just used to demonstrate ways in which the people use their leisure time. Most of us really like to "show off," and such a display might do much to encourage participation in some activity.

• Speaking of displays, there are many interesting ones in downtown stores, public libraries, museums and clubs which can be borrowed by an institution for its residents to enjoy. A display of antiques, dolls from various countries, historic relics, quilts, and other fancy work would provide "something to see" and "something to talk about".

• A "tinker" shop, where those interested in making things with their hands can "putter around" with a few tools and materials, is often the answer to a real need for interests and activity. In a few institutions, the services of an occupational therapist have been secured and a real program of handcrafts is planned according to individual interests and ability. This, of course, is most desirable.

• Individual hobbies often include collections of shells, fans, stamps, coins, miniature animals, pitchers, postcards, match folders, play programs, clippings, etchings, souvenir spoons, autographs, buttons and tea cups. Besides collections, hobbies may include model building, the many contests sponsored by radio and magazines, writing, tracing genealogies, photography and crafts work of all sorts.

• Surprises are appreciated in any institution, whether it is for young or old. Perhaps a surprise of some sort every two weeks might be arranged—not too upsetting a one! Tea and cookies in the middle of the afternoon, an auto ride, some "wandering musicians" to go through the wards, attractive favors for the trays (of course, these should appear every holiday) are a few things which might help inject a little excitement and adventure into the placid routine of the life of these older folks. While they do not appreciate too much excitement and departure from the usual routine of living, an occasional surprise will add something to their day.

• A few really "big" days can be added to the program and made as full and as special as possible. The selection of these will depend somewhat upon the predominant religion of the group, but Thanksgiving, the Fourth of July and Halloween are common to all. An outdoor picnic will make July Fourth a day to remember. A Thanksgiving dinner and a Halloween party are fine for the other two events. Have a costume party! Christmas, New Year's Eve, Valentine's Day, Easter, May Day, St. Patrick's Day are all full of possibilities. But don't celebrate halfway; do it well or not at all. Keep it personal and individual—no "wholesale" pattern as the same gift for everyone or the same gift wrappings at Christmas!

• One institution has a "pass around supper" every Thursday and Sunday evenings when the maids and cooks are off duty. The food is done up in box lunch style and taken around to the rooms, with coffee served from a moving cart. Residents enjoy this still further by being permitted to invite a friend. This meal is particularly popular; often several combine to have a party. At another institution, the plan is similar but the food is set up and served buffet style on each floor.

• The elderly ladies at one institution have great fun preparing an annual entertainment to present to their board of directors.

• An occasional tea, to which residents may invite their friends from the outside, offers them the opportunity of dressing up in their good clothes and playing hostess.

• It is often possible to have the local public library establish a station in the institution whereby new books can constantly be brought in for the use of the residents. The librarian or a volunteer might be willing to give book reviews as well.

• It might be possible to work out ways to get contributions of yarn, cloth, thread, needles of all sorts, scrap leather, felt and other crafts material. Finished articles can be sold at an annual bazaar.

• Service for other people is always to be encouraged and might be carried on through cooperation with a needlework guild, Goodwill Industries and so on. In some homes, the ladies make button holes and sew on buttons to help these other agencies.

• Local civic and social groups and the local recreation department might be encouraged to visit your "home" with dramatic skits, dances, songs, and other forms of entertainment. Also encourage them to invite the older people to their special functions, providing transportation.

• Programs brought in for the entertainment of

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the elderly are particularly enjoyed if children are among the participants. Also, those programs in which the folks themselves can take part—such as group singing or in the reciting of the scripture—are very popular.

• Often, there are troops of Girl Scouts or similar groups which might help by reading aloud to those folks who cannot see or by writing letters for them.

• A "community project" can give the folks something to do and also foster a community spirit and morale. This might include making a quilt for the Red Cross, mending toys, making doll clothes for poor children, helping a children's group make costumes, compiling a scrapbook for use in other institutions.

• Auto rides, donated by members of societies or other friends, especially for those folks who have few visitors and few opportunities to get away from the home, are very appreciated—particularly when the fall foliage is at its height, at spring blossom time and at Christmas, when outdoor decorations in business and residential sections are so pretty.

• Shopping trips are another possibility, particularly if the home is in the country or a distance from stores. Set a regular time for them and a meeting place where folks can assemble for the return trip. Many will wish to go "just for the ride" or for a soda at the drugstore.

• Bowls of goldfish or tropical fish are interesting to watch. Such pets as a canary, parrot, parakeet, cat or dog provide outlets for affection and conversation. If space is available and zoning laws permit, a few chickens or rabbits in the backyard would interest some of the men or women, particularly those from small or rural communities.

• If possible, an outlet could be provided for

growing things, with certain outdoor space or flower beds given to specific individuals to cultivate. They could be made responsible for cut flowers for the table or lounge. If outdoor space is not available, window boxes, herbariums, potted plants and bulbs could be provided, not to be just looked at, but to be cultivated.

• Many of the older people will be glad to have a "quiet room" for prayer and meditation. This could be equipped solely with a few chairs, or an old pew from some church, a really good print of a religious painting and soft lighting.

• Friendliness and happiness could be encouraged by providing a real "home" setting—warmth, comfortable chairs, good reading lamps, pretty curtains, good pictures, furniture grouped for congenial conversation.

These are only a few suggestions. The following principles are important in any type of program for this age group:

I. Keep older adults from becoming "isolated" from the community.
II. Provide them with interesting and useful things to do.
III. Provide them with social opportunities, both in and outside of the home.
IV. Provide them with "breaks" in routine and with activities that have traditions and are within their own childhood and adult experiences.
V. Provide an "atmosphere" conducive to friendliness and emotional well-being.

Imagination, enthusiasm and patience are the chief ingredients which make a recreation program successful.

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Joseph Lee Day — — JULY 28, 1950

• When considering your plans for a very special celebration to do honor to Joseph Lee this year, cast your eyes over the pageant outlined below.* This was effectively given on a hillside in Rutland, Vermont, last year, in the twilight of a summer evening. It was a community-wide project, in which city departments cooperated. Neighborhood groups helped; the fire chief was in charge of the lighting. During your observance make sure that everyone becomes acquainted with Joseph Lee—father of recreation in America—as a warm, fun-loving person. Refresh memories as to his contribution to our age.

JOSEPH LEE MEMORIAL PAGEANT

Part I

I. Flag Raising.....You're a Grand Old Flag
Sung by the Pageant Chorus

II. Narrative

III. Musical Interlude .....I Want a Girl
Little Annie Rooney
Sung by the Pageant Chorus

IV. Episode One .....The Need

Scene: An alley in the heart of one of the slum areas of Boston. It is dirty and shabby, littered with trash, but a place to play undisturbed by the local police officer—or so it's thought.

Time: Summer, 1894.

Characters: Group of youngsters who live in the neighborhood; police officer; Joseph Lee.

V. Musical Interlude...Down By the Old Mill Stream

VI. Narrative

VII. Musical Interlude..Take Me Out to the Ball Game
He's a Jolly Good Fellow
Sung by the Pageant Chorus

VIII. Episode Two .....The Beginning

Scene: A vacant lot in the same slum area we visited before—Joseph Lee's first playground. There is no real playground equipment—merely barrels, planks, rough see-saws, and the outline of a baseball diamond.

Time: Summer of 1894—several weeks later.

Characters: Neighborhood youngsters; same police officer; Joseph Lee.

Music: Auld Lang Syne; Homeward Trail

IX. Narrative

X. Episode Three .....A National Movement

Scene: A room in the White House.

Time: Fall, 1906.

Characters: A group of prominent social workers; President Theodore Roosevelt; Joseph Lee.

XI. Narrative

XII. Bicycle Parade.....Music: Daisy Daisy
Sung by the Pageant Chorus

INTERMISSION

Part II

I. Narrative

II. Episode One .....The Organization

Scene: City Hall.

Time: The present.

Characters: The local citizens behind the recreation system.

III. Musical Interlude .....Funiculi Funicula
Sung by the Pageant Chorus

IV. Episode Two .....A Staff Meeting

Scene: Rotary Field House.

Time: Any Thursday morning at eight o'clock.

(Note: The staff of the Rutland Playgrounds meets every Thursday morning throughout the playground season. It is a breakfast meeting.)

Characters: Staff of the playgrounds.

Music: Here Comes the Sun.

V. Episode Three .....Typical Day

Scene: Representation of any one of the playgrounds.

Time: The present.

Music: Auld Lang Syne; Homeward Trail

VI. Narrative

VII. Episode Four .....Special Events
Rotary and Park Street Playgrounds...Doll Show
Dana Playground .....Bat Show
Main Street Park Playground.....Costume Party
St. Peter's Playground.....Bocci
School Street Playground..Horseshoe Tournament
Watkins Playground.....Family Picnic

VIII. Narrative

IX. Episode Five .....Banners and Songs

X. Finale ..... Campfire

Music: In the Evening by the Moonlight
Keep the Home Fires Burning
When You Wore a Tulip
Let the Rest of the World Go By
Taps
Homeward Trail

The audience is invited to participate in all singing.

*Full script is available from the National Recreation Association at twenty-five cents per copy.

TRAIN LEAVING

Clickety-clack—steady click of wheels fascinated youngsters.

Tickets, please—the conductor even punched all their tickets.

All-aboard—the trip was thrilling from its start to finish.

Journey's end—tired but happy they disembarked for trip home.

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FOR NEW YORK, VIA ALASKA

ELLIS MOORE

FORTY-SIX YOUNGSTERS recently had the time of their lives on their first train ride. It all started in the baby dancing class conducted by Eunice Ware for the recreation department in Memphis, Tennessee. Says Miss Ware, "While dancing Choo Choo one day, the youngsters began talking about trains. One had been on a train, and all the others wanted to go. So, after many conversations, we set the date, weeks in advance. We continued to talk about it, enjoying the pleasure of anticipation. The L & N Railroad was very cooperative, and the ride was arranged in a special car. The conductor even punched all of their tickets, which of course we had made, as all the babies rode free."

They were a sophisticated lot of travelers—at first. Oh, so grown up! Almost all swung their little overnight bags with the air of veterans. And one little redhead nonchalantly explained that he had even packed his pajamas, "because I might get tired." He failed to mention that the bag had been packed for a week.

It was a good try, but when forty-six youngsters —ages two, three, four and five—are about to take their first train ride, no amount of feigned indifference is going to cover up the excitement.

Herded by twenty-four mothers, they gathered at eleven-thirty a. m. in the waiting room at Union Station. It was when Miss Ware passed out the long white "tickets" that the last thin veneer of worldliness was shattered.

These were the tickets to faraway, mysterious places. Maybe it would be New York, maybe Alaska. Maybe there'd be Indians there, maybe Eskimos. Actually, these were the tickets to Bartlett, thirty-nine minutes away.

The trip was one series of thrills piled onto another. The first came even before the young travelers boarded the train, when Engineer Vergil Baker came down to the platform for a visit.

Al Selph, two-and-one-half years old, was the lucky one. Mr. Baker took him right up into the cab for a close-up inspection.

"Make the train go 100 miles an hour," shouted Ronnie Summars. Mr. Baker promised he'd try.

The first sudden lurch of the train brought a strange reaction. The gay, piercing chattering became subdued. Then, suddenly, everyone thought of food. Out of the brown paper bags came the peanut butter and jelly sandwiches, the oranges, apples and bananas.

With the food disposed of, it was time to explore. And what glorious discoveries! Things like the water coolers at each end of the car; the whistle that Conductor Walter Herndon explained how to use; the fun of skipping down and getting jounced by the motion of the train.

The train was in high now, and so were the spirits of its small occupants. They were all having fun. But then—hours, even days, too soon—it all stopped at Bartlett, and there were the autos at the siding, ready for the trip home.

As the youngsters piled into the cars, train Number 102 chugged away from Bartlett Station on its journey north to Bowling Green, Kentucky. If one empty car was slightly dirtied up by sticky little fingers, perhaps the L & N will forgive and forget in the knowledge that it has forty-six young, enthusiastic converts to travel rail.

Reprinted from *The Commercial Appeal*, Memphis, Tennessee.

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The Whole Family Can Go CAMPING

Edwin L. Brock

LIKE MANY another American family, we have often dreamed of making a trip to other sections of the country to view some of the splendor and beauty of America. But, like other middleclass families, we have hesitated because of the cost. How can one go on an extended trip with four children? Just the fares of bus and train travel make the trip prohibitive. Lodging and food costs in eating places along the way certainly make it impossible.

Yet there was still the persistent desire to take a trip and, last summer, the desire became a reality. All six of us—our four youngsters range from one-and-a-half to seven years of age—made a six-thousand mile trip into the western part of the country. We visited Rocky Mountain National Park, Yosemite, Grand Canyon, Carlsbad Caverns and other equally fascinating sights.

Our first purchases were an army officer's tent, a ground cloth of canvas, three large air mattresses, a gasoline stove, and some mosquito netting. This equipment cost less than one hundred dollars and is still in excellent order for future trips. With this, we solved both the lodging and the food problems. We would drive each day until five or six o'clock and then stop for camp to pitch tent and cook dinner. Later on, the ground cloth was spread in the tent, the air mattresses inflated, and the children tucked in under the blankets.

Between three and four hundred miles was our usual day's travel, because we made a policy of stopping about every two hours to give the children a chance to get out of the car and move about a little. The back part of the car had also been made into a large bed by building up space between the seats with suitcases and covering the whole area with deflated mattresses and some of the blankets. This gave the children ample room for both playing and sleeping while we were traveling. Some thoughtful friends had provided them with a box to be opened on each day of the first week of the trip. These were a source of great excitement for each box contained small toys to use in the car—crayons, story books, balloons, and numerous other items gathered from the dime stores.

Wherever it was possible, we planned to spend the night in a state or national park. These usually have special areas for the camper, equipped with running water and outdoor tables. Our first night, for example, was spent in Texas' Daingerville State Park; our second, in Oklahoma's Roman Nose State Park. Other nights were spent in the Rocky Mountain, Yosemite and Grand Canyon National Parks. To help us in locating these, we secured a large map of "Recreation Areas of the United States" from the National Parks Service. Two nights were spent on the desert, with the open sky as the only covering overhead.

Our gasoline bill totalled $98.29, plus $16.95 for oil and greasing. Food costs were no higher than they would have been at home, and there was no lodging bill except the cost of the equipment. But the lure of camping is not simply in its economy. It offers rare and interesting experiences that cannot be found in the tourist camp or hotel. There was that night in Yosemite, for example, when we were camping alongside Lake Tanaya. We were seated about our campfire eating our supper when a deer came down right to the edge of our encampment and ate bread from the hands of the children.

And there is little trouble involved. Any couple can master the few details of pitching a tent and soon perform the task like experts. Cooking over a gasoline stove can be just as simple as it is at home. You can even eliminate most of the dish-washing, as we did, by using paper plates and cups and wooden forks and spoons. Besides, food in the open air and about a blazing campfire is always better than any meal at home.

Of course, the presence of small children will raise some problems for the camper. But children usually adapt themselves to a rugged camp life. Yes, our experience has convinced us—vacationing is possible and reasonable even for the whole family. Camping is fun and the whole family can go!

E. L. Brock, a staunch supporter of family camping, is minister of the Methodist Church, Angie, Louisiana.

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Glenna Lowes

SWIMMING AND WATER SAFETY IN CANADA

"THERE WILL be one drowning every sixteen hours in Saskatchewan during this summer vacation period," stated Bevan Lawson, Red Cross swimming and water safety director in the provincial capital, Regina, last May first.

Civic officials, alarmed at this startling prediction, discovered that it was based on statistical records from previous years, and decided to do something about it.

A survey showed that out of approximately 6,000 Regina school children, only fourteen per cent could swim a distance of ninety feet. Everyone agreed that a precautionary measure was a must, so a swimming and water safety campaign, one of the largest of its kind in Canada, was the result. The drive was sponsored by the Saskatchewan Red Cross, the city recreation division and *The Regina Leader-Post,* in a wholehearted effort to prevent children from falling prey to water accidents.

A campaign of this scope needs a lot of forethought, preparation and hard work, but after only two months of planning and two months of execution, almost 1,500 enthusiastic boys and girls could swim 120 feet and were well-versed in the do's and don't's of water safety.

Representatives of the three sponsoring organizations met two months before the beginning of classes on July 4 to plan publicity, qualifications for entrance, application forms, swimming pool facilities and instruction. They decided to have two complete courses during the summer months—one from July 4 to 23 and the second from August 2 to 23. Classes were to be held in half-hour periods from ten to eleven-thirty daily, except Sundays. Instruction was to be free—and requirements, limited. Applicants had to be at least four feet four inches tall, have a desire to learn to swim and be able to put their faces into the water.

Daily feature stories in the newspaper urged parents to encourage, but not force their children to participate in the learn-to-swim campaign. They were assured that every possible safety precaution would be taken. Pictures appeared showing young water-hopefuls practicing putting their faces into a basin of water at home, to prove that officials were quite serious about the "face in water" qualification. Youngsters were warned, "If you want to splash and swim with your friends, you must learn to submerge now!" Therefore, when the drive began, instructors did not have any difficulty coaxing the applicants to dunk their heads.

Three brand new community swimming pools, equipped with the most modern water-filtering machinery available, were ready in time for the first lesson. A number of qualified Red Cross swimming instructors were assisted by volunteer swimmers whose job it was to aid any young boy or girl in difficulty.

Then began the task of registration. One week before the pools opened, application forms appeared four times in *The Leader-Post.* Hundreds of school children clipped them, got their parent's signature and, one week later, lined up at their community centers to register and have their

height checked. The four-o'clock bell was still sounding in the distance when in they thronged! A few applicants looked dubiously at the four feet four inches requirement, arched an eyebrow and stretched with all their might. Some young lads managed to scrape through by virtue of a haircut. Applications were numbered as they were received and the next day each successful applicant received a card allocating him to a particular pool and class. When lessons began, a public address system was used to broadcast the methodical procession of water skills. Two lifeguards were always on duty and four kept track of the bobbing heads during the busy periods. The "buddy" system was enforced and all learn-to-swim members were urged to work in pairs. A rigid instruction schedule of fifteen lessons was followed closely.

The last half-hour of every morning was reserved for the improvers class, which consisted of those who could swim thirty feet but who wanted to improve their skill.

Toward the end of the first month, when water skills were more perfected, tests were conducted, and successful applicants received the Red Cross Junior Swimming Award. However, to win this, swimmers had to do more than swim the length of the pool. The committee stood by its slogan: "Learn a sport that may someday save a life," and tests in water safety were also included.

By the time summer was almost over, "jelly fish float," "steam boat legs," "hungry duck," and "sleigh ride" were familiar terms to nearly 1,500 boys and girls. They had discovered that two parts hydrogen and one part oxygen add up to more than a scientific formula; such a combination means a lot of fun.

Going to Japan?

RECENTLY, the Honorable Hiroshi Takada, member of the House of Councillors in Japan (corresponding to our Senate), visited America with a delegation from the Japanese Diet to study democracy in this country. Mr. Takada, also a member of the Board of Directors of the National Recreation Association of Japan and President of the Japanese Basketball Federation, brought a letter of introduction from Soichi Saito, President of the Japan National Recreation Association, to T. E. Rivers, Secretary of the National Recreation Congress, and a special message for the National Recreation Association.

The National Recreation Association will be glad to have word of any recreation friends who may be planning to visit Japan during the summer.

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We Do It Together

Virginia G. Kirby

It was one day in early summer of 1949 that the safety director of the Richland County Chapter of the Red Cross came to the office of the director of the City Recreation Department in Mansfield, Ohio. He had a problem. Every weekday morning during the summer months of July and August, the water safety director and his staff of volunteers conducted swimming classes for hundreds of children at the local outdoor pools. The mothers, whose children were too young to come alone, congregated outside the fence surrounding the pool and interfered with group instruction. Johnny would get cold, and Mother would call him to come and get a towel. Jane would be sitting on the edge of the pool, and Mother would call to her to get into the water, or to pay attention to the instructor. In any case, Mother took the child's attention away from the group. The water safety director requested that the recreation department conduct a program to occupy these parents while their children participated in the water safety classes. Here is the program that evolved.

The first morning that the swimming classes were held, mothers and children all gathered in one central place. Each child was assigned to his instructor, and then the mothers were introduced to the leader from the recreation department of the city. It was a very hot day, and the mothers had been in the hot sun for some time, so they were amenable to the leader's suggestion to follow her to the shade and comparative coolness of a nearby park pavilion. From this location Mother could still see the pool, although she was not within shouting distance of her child.

Immediately, the leader informed the mothers that the city recreation department had been requested by the Red Cross to conduct a program for them, and they were assured of the safety of their children. There were Girl Scouts to assist the children in dressing and undressing, and there were lifeguards in addition to group instructors. Once each mother's mind was set at ease, it was time to let her know that it was to the best interest of the child that she stay away from the side of the swimming pool. The explanation given was:

"We mothers (the leader was a mother) seem to be always in the way. We are all interested in our children, and we want to be sure that they are warm enough, and that they will learn to swim. We want to prod them to go ahead and follow instructions. Meanwhile, we are interfering with the child's group instruction.

"Do not expect too much from your child right away. Some will learn quickly, and some will appear to accomplish nothing for the first few weeks. The latter will be very discouraging when your morning hours are so valuable. But, consider that some of you are more afraid of the water than others, and remember that children are the same. Even though your child does not appear to be learning, he is. All of a sudden, one day, he will float, and after that he will learn quickly the coordinations of the various strokes. You cannot get your child over the fear of water by coaxing, bribing, or threatening, but you can help him this one way. Let him practice his breathing in a bowl or bucket of water at home."

Mrs. Kirby is the Director of Girls' and Women's Activities, Department of Recreation, Mansfield.

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At this point, the mothers were taught how to breathe in the water. As they practiced inhaling through the mouth and exhaling through the nose, the entire group began to mix, finding old friends, mutual friends, or making new ones. At the same time, the natural leaders of the group became identified.

Then check lists of program suggestions were distributed, with instructions for each person to check the subjects that she would like to hear someone discuss or the things that she would like to do. While considering the check lists, the supervisor of arts and crafts on the playgrounds demonstrated what the mothers could do in her field. It was finally decided that, in order to satisfy all, the program should include a great many of the program suggestions.

Decorating wooden boxes and wooden bowls of various shapes seemed to be the unanimous first choice, with a talk or two a week as second choice. The problems which had to be faced in planning the program were:

1. A great number of the mothers, who were there the first day, would not return as their children were of an age that they could come alone on the bus. However, these mothers did take part in planning the program the first morning.

2. The mothers had arranged car pools so that we had a partially different group of women each morning. The first day it was simple to gather all of the mothers together. After that, as each took her turn driving, she had to be invited individually to join the group, and she did not receive the full explanation of the program.

3. There were four different swimming periods a morning. It was difficult to find speakers who had the time and voice to give the same talk four separate times. This made it necessary to use sales representatives for some of our programs. They were asked not to push the sale of their products, but to talk generally concerning the subject. However, the groups always requested that their orders be taken.

4. It was impossible for the playground supervisor to be with the groups every morning for the entire time and there was no other experienced or trained group work leader on the staff to conduct the program. A member of the playground staff, a college girl, had to receive her training and experience at the same time as she worked with the group.

The program was planned for the first week from the check lists. The next three weeks the groups planned their own activities. The program for July included:

First Week:	
Tuesday	Explaining the purpose of the program and getting acquainted
Wednesday	Mending day
Thursday	Cards
Friday	Cosmetic demonstration
Second Week:	
Monday	Arts and crafts—woodwork
Tuesday	Arts and crafts—woodwork
Wednesday	An analysis of women's magazines
Thursday	Recipe exchange—bring your favorite
Friday	Hair care and styling
Third Week:	
Monday	Arts and crafts
Tuesday	Arts and crafts
Wednesday	Stanley Brush Party
Thursday	Cards
Friday	Arts and crafts
Fourth Week:	
Monday	Arts and crafts
Tuesday	Arts and crafts
Wednesday	Swimming party
Thursday	Letter-writing day
Friday	Swimming and pot-luck noon picnic

When the program of the first month was evaluated in order to plan for new groups the month of August, it was agreed that the mothers had enjoyed the activities and their new friends. But they also felt that they would like to have swimming lessons for themselves at the same time as their children's classes. This problem was presented to the Red Cross. Fortunately, during the month of August, the children's classes were not as crowded as in July, so the Red Cross director was able to assign a section of the pool to be used by the mothers for the purpose of instruction. This program was the most satisfactory of all. The complaint now was not that the mothers were annoying their children, but that the children were annoying the mothers. The mothers learned to swim exceptionally fast. At the end of the period each day, the children would rush up to them and ask, "What did you learn today?" Mother could not admit her fear of the water to her child, so she had to learn something! She put her face into the water and started to float. The attendance of the swimming classes during August was practically steady for the entire month.

It is not feasible to assume that the groups filled a need for every mother. There are always a few individualists who never participate in any group, and there were usually two or three such mothers in every class. However, the general problem of mothers interfering with group instruction was solved, and the program also served as a means of recruiting women for the adult program offered by the city recreation department during the following winter.

According to the Travelers Insurance Company, 690 children were killed and 44,650 were injured while playing in the streets during 1949.

Play Yard Contests for **Safe** Recreation

Paul Olsen

MAY DAY in Moscow means noisy labor demonstrations; but May Day in Chicago marks the quiet opening of its annual play yard contest sponsored by the Chicago Motor Club. Its sole aim is the establishment of new havens of recreation which will mean freedom from traffic hazards for youngsters on vacation.

The contest continues through August fifteenth and is open to everyone except Chicago Motor Club employees and their families. The judging is based on fifty per cent for utility for children, twenty-five per cent for contributing to the appearance of the neighborhood, and twenty-five per cent for originality in design or equipment. Cash prizes are divided among sixteen winners in the north, northwest, west, south and southwest sections of Cook County, with a $250 grand prize for the best play yard in the entire area.

In announcing the opening of the sixth play yard contest, Charles M. Hayes, president of the Chicago Motor Club, said:

"Recreation authorities and traffic officials agree that the most ample public recreation facilities alone cannot provide Cook County's 700,000 children of elementary and pre-school age with adequate traffic protection. This is principally because of the impossibility of distributing locations so that youngsters unaccompanied by parents will escape summer's heavy traffic hazards."

When I read Mr. Hayes' estimate of the probable death and accident toll occasioned by the yearly school vacation, it sounded like a war casualty list. I was just back from three years in the ETO as a recreation technician with the Ninth Air Force, and I wondered how many neighborhood boys and girls would be included in the list because of the new crosstown speedway now running through our formerly quiet southwest section of the city.

Lafayette Avenue's residents are highly landscape-conscious, most of them afflicted with that widespread keep-off-the-grass phobia. Before the war I had also nursed a garden club complex and, because there wasn't a park playground within a mile, had done my share towards endangering the children's lives by shooing them into the streets for their games.

Barbecue pit, formerly for adults, is now open to pigtail set.

But, after living among the bombed-out homes of England, France, Belgium, Holland and Germany, and watching shabby, half-starved children playing among the rubble, I realized that worse

Mr. Olsen instructs at Radio Institute of Chicago.

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things than an invasion of boys and bicycles could happen to a lawn.

So, I entered the contest and started a rumor along the neighborhood grapevine that Olsen's fishpond, barbecue pit, badminton court, archery range and umbrella-tabled patio—all formerly restricted to sedate adult use—were now available to the pigtail-and-pablum set.

It was a big summer. When it ended, the neighbors weren't talking to me and the backyard was beaten to a frazzle. But the youngsters all thought I was big stuff. Where I'd been a total stranger to those who had been babies when I went into service, I was now greeted warmly from all sides whenever I walked up the block.

As for the contest—the judges came around at the end of the summer and congratulated me on the popularity of my project—and gave it honorable mention. First, second and third prizes all went to remodeled vacant lots with swings, slides and exercise bars.

Well, the neighbors sighed in relief, that's that!

It wasn't. The lollipop brigade showed up in even greater numbers the following summer. I talked the Pipes family, who live in the corner bungalow, into taking care of the overflow by building a sandbox, a teeter-totter and an outdoor hobby lobby, complete with benches and materials for small artists and carpenters.

As I hauled out game equipment from my own garage, I thought of my overseas recreation work which included the conversion of Nissen huts and abandoned Nazi barracks into theatres for the GI's favorite recreation—movies. I was still thinking of all that garage space going to waste—when it was at such a premium—as I walked over to see Frank Swanberg. Frank was an old buddy who had solved his own juvenile recreation problems with a projector and a large library of sixteen millimeter westerns and cartoons.

The Patio Theatre opened at dusk the following evening, after sufficient popcorn had been manufactured on the barbecue pit outside. It was munched and scattered by a large and appreciative audience while they watched the bandits going thataway.

Shortly after the play yard contest closed, I received a letter from Charles M. Hayes, in which he enclosed a hundred dollar check and said:

"It is my pleasure to inform you that the judges have selected your play yard for the first prize in the southwest section. We appreciate your contribution to the safety of the children in your neighborhood, and hope your example will inspire others to do a similar service next year."

As a matter of fact, the boys and girls in our block, the Pipes family on the corner, Frank Swanberg and his youngsters, and the neighbors (who are speaking to me again) are taking over that empty lot across the alley. The owner says it's all right with him, and we're using the hundred dollar prize money to buy equipment for the biggest and best play yard in Cook County.

I bet we win that two hundred and fifty dollar grand prize next year.

Playground All Over the Neighborhood

GLENCARLYN is the oldest subdivision of Arlington, Virginia, and its 150 families, living in detached homes, are proud of their village. Therefore, it was natural that, when W. A. Richardson, Arlington's superintendent of recreation, set up a summer playground there, everyone turned out to help. What Ann Hoffman, the director, would have done without them is problematical, for it's not easy to supervise fifty children at one time for all the long, hot summer days. So the playground decentralized of its own accord. Potential leaders were found among the adolescent boys and girls of the neighborhood. And, at long last, busy mothers came forward with individual proposals for activities in their own homes.

Outstanding among these during the summer of 1949 was an interesting doll project. For years the family of Jack and Dorothy Ingram and their three small sons have been making dolls of felt and cotton, small enough for tiny fingers to cut out, sew and finally use. So the children at the playground were invited to join them. Thirty-two children signed up for the activity—both boys and girls, under twelve years of age. Each Thursday afternoon an average of twenty-five presented themselves for work. A cutting table in an inside room was well-lighted and unscratchable. Chairs were scattered about the Ingram's big porch, informally, and for two hours, even on the hottest days, small heads were bowed over their playwork while marvelous figures evolved from very simple and inexpensive materials. Each child covered the cost by bringing twenty-five cents.

When the dolls were finished, what was more natural than a playground exhibit of the finished project, of finger painting from another group, of handwork and other activities carried on by all the children? Some also entered the all-Arlington doll show, but the value was in the fun of doing, the freedom of the project and the completed dolls, which were given to the children as gifts.

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GAMES FOR HANDICAPPED CHILDREN

SAM S. FOX

A RECREATION PROGRAM for handicapped children should include not only games, but all the following types of group activities: crafts, music and dramatics, swimming, gardening, care of pets, picnics, trips, parties, movies.

The handicapped child needs group experience to give him adequate incentive for entering an activity and for continued participation in it. He needs the group situation also because it offers an opportunity for him to change from introspection —all attention on himself and his handicap—to forgetfulness of self and concern for the needs of others and for what the group is accomplishing as a whole. Only with such incentive is the child going to be able to adjust to his difficulty more constructively and happily, and develop from there to the best of his physical, mental and social abilities.

Games in a recreation program, led by an enthusiastic leader who knows his individual children, are a great help in bringing about their adjustment and development. They are a media through which a leader may meet the needs of the child and, at the same time, lead him into better habits, attitudes and physical development.

It is most important that a leader know the general and individual needs of the children and how these needs can be met through games. This knowledge will determine what games should be chosen, how they should be presented and what should be accomplished through them.

The leader should keep in mind these needs of the handicapped child:

1. He needs to gain courage, the will to get well, and the spirit to try. He needs to get more fun out of life, to gain a joy and enthusiasm for living. He needs to get pleasure from activities of various kinds, from accomplishments of many things, and to develop appreciation.

2. The child is in great need of security and reassurance. Leaders and all those dealing with the handicapped child must let him know that they are back of him and give him proper love, comradeship and care.

3. He needs to feel accepted by the immediate group and all others with whom he will come in contact. This necessitates personality growth and improvement, and resocialization.

4. The handicapped child needs to adjust to his disability without bitterness or moroseness.

5. He needs to have normal experiences or as near normal as possible to those enjoyed by other children of his own age group. The child four to six years of age needs equipment for imaginative play. The six-to-ten-year-old likes games in which he can prove his individual strength and abilities. The child ten to fourteen years of age prefers club activities and team games. These general activities are necessary because they are outcomes of natural needs of children at these ages; the specific games are needed psychologically by the handicapped child because he knows other children play them. He needs to gain independence in locomotion and self-care as well as to play baseball. There is a satisfaction and sense of adequacy which come from doing these things himself.

6. The handicapped child especially needs directed exercise for his mind and body. Play overcomes inhibitions, promotes self-expression and makes learning more rapid and more easily retainable. It helps to restore use, to develop the muscles or joints at fault and to coordinate the whole body.

7. He needs to gain a sense of adequacy and self-confidence. This he will obtain if his other needs are fulfilled and the corresponding development has taken place.

Author is recreation director, Greenbelt, Maryland.

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The following are important objectives, principles and attitudes for the leader:

Plan your program for the individual child in cooperation with others who are in charge of him, including the doctor, nurses, physiotherapist, psychiatrist, parents, teacher, and the like. Adjust your program to the time, space and facilities available.

Aim to lead the child as near to normal experiences as you can.

Accept his handicap. Do not avoid considering it or talking about it in figuring out his difficulties of locomotion or manipulation.

Put emphasis on trying, and not on competition or on whether the child is entirely successful or not. Praise effort; condemn disinterest and inactivity. Take the attitude that the child can do it if he so desires.

In presenting the game, supply him with plenty of motivation and reason for participating by using an enthusiastic explanation and challenge, by using subjects or objects of interest from his immediate surroundings or those which are sure-fire to a child of his age or those suggested by the season or holiday. Enjoy the activity yourself.

Focus attention not on the child and not on the teacher but on some object to be played with or on an objective to be attained.

At first, make activities fairly easy to assure success. Then adapt them so that a reasonable amount of effort will bring success. Finally, add the element of failure or greater success gradually.

Provide a wide variety of social situations which will stimulate self-expression, self-direction and responsibility. Work toward adequacy and against timidity, fear, shrinking away from the group and activities. See that the child experiences pride in group accomplishment.

Provide activity which will develop the disabled part as well as coordination of the whole body. Know what the child can do and then try to make him do just a little bit more (with approval of the medical staff).

Provide ample opportunities for correction of mistakes and trying again. If the child fails in his efforts, teach him to face reality and to be a good sport.

Emphasize courtesy, good manners, fair play, friendliness, helpfulness, expression of all desirable, resocializing traits and elimination of undesirable behavior.

Discuss him frequently with other members of the recreation staff and those from other departments who are working with the child. Determine his progress, development and new needs.

A Few Suggested Games

BASEBALL—Teams are divided evenly. The rules are the same as those for normal children, but the game is slower as it takes longer for handicapped children to retrieve the ball and to get to bases. Those who cannot run bat the ball and have a substitute runner. Those who cannot bat have a substitute batter. This game has proved most successful with groups of handicapped children and adults.

GREEK BALL GAME—Teams, equally divided, stand in two lines, eight feet apart. Players have one foot in back of lines marked on the floor, and face each other. The children are numbered off, corresponding numbers having the same method of locomotion. A volleyball is placed in the middle of the space between them. The two whose number is called go to the ball and attempt to get it over the line in front of the opposing team. Those on the team may kick, push, or hit it to keep it from coming across their line. The two in the middle then try to gain possession of the ball again. They may fight over the ball but not fight each other. When the ball goes over the line, two more players get a turn.

FOLLOWING DIRECTIONS—Here, again, teams are divided evenly and are numbered off. The leader calls a number and gives a direction. The two players with the same number follow the direction simultaneously and as quickly as possible. This gives the leader a chance to fit the action to the possible limitations of the child by giving a variety of directions, such as run to the door, touch your nose, add two and two, stand up, sing a song. The leader may call on the whole team to follow a direction, such as to form the letter "O".

COME WITH ME—Players stand in a circle about three feet apart, their places marked by an X on the floor. One player, who has no place, walks around the outside of the circle and holds a stick. He taps players on the shoulder and says, "Come with me." The players leave their places and follow him. Suddenly, when he drops the stick, each follower must find a place in the circle. The one who is unable to do so, then walks around the circle saying, "Come with me."

TOUCH AND FOLLOW—The children sit in a line. The first child goes to something in the room, touches it and comes back to place. The next child touches that object and something else, returning to his place. Each child touches the objects which the children ahead of him have touched and in the correct order, and then touches an additional object. Players are eliminated as they forget or miss the order of objects touched.

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Russell Coffey

WATER STUNTS AND GAMES FOR BEGINNERS

THERE SEEMS to be a natural inclination for boys and girls to be afraid of the water. Perhaps they are not exactly afraid, but they have great respect for water and have been warned by older people of the dangers to anyone who cannot swim. Along with instinctive fears, which may be present from infancy, go those acquired by sensations brought about by stepping on stones, the chill of water on sensitive body parts, and the struggle for breath when water gets into the nose. All these factors contribute to predetermined resistance on the part of the beginner when he reports for his first swimming lesson.

There are various ways to dispel this fear of the water. One of these is to keep the child from having further disagreeable experiences. To do this, the teacher must have a well-planned program of stunts and games as well as a technique which will eventually serve to produce a swimmer. First lessons should be play periods and, as the child progresses, good instruction should continue for weeks and even months. Parents must be educated to the important fact that competent teaching is as essential in swimming as in music, dancing or painting. In fact, swimming may be the most valuable of all activities learned because, in addition to being healthful and enjoyable, it may be the means of saving a life or lives.

In summer camp aquatic instruction, we sometimes take short cuts because we know that we will have the campers for only short periods of time. In seven day camp periods, we average about nine swim instruction periods and, for the amount of time spent, we get good results; however, there are some who have such fear of water that they do not learn to swim. These include youngsters who are non-buoyant, thin, lacking coordination and with faulty body mechanics.

But, even with our short camp periods, we realize our objective of showing the group a good time, of enabling each individual to have fun and, at the same time, preparing the way for real pleasure when swimming has been learned. The following stunts and games are part of the teaching program of our lifeguards and water instructors. All are original except "Fish Net" and "White Sails". Games and instruction are given in a pool averaging thirty-eight inches in depth.

Tarzan

Most beginners have seen Tarzan pictures and know about his water proficiency. We teach each boy to place the side of his head into the water and to give the "Tarzan yell" at water level. Next we have them all give the Tarzan yell at once. This is repeated with the opposite ear in the water. Then, as they hold one ear in the water, a lifeguard submerges and gives a "Cheetah" response by screeching or squealing.

I'm a Duck

One line joins hands and, on a signal from the teacher, yells, "I'm a duck". Then each member of the line places his face into the water and comes

These games are used under Mr. Coffey's direction at Camp Miakonda for Toledo Area Boy Scouts. About 500 non-swimmers are taught each camping season.

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right up. The opposite line then repeats the stunt. Finally, when most of the youngsters have acquired confidence, they may all submerge on signal and come right up. Soon, we have them drop hands and duck individually.

Geronimo

The campers are very familiar with this word. We form a follow-the-leader chain and jump from a dock which is about one meter from the water. Of course, each yells "Geronimo" as he jumps.

Shipwreck

A war surplus life raft is used for this stunt. A lifeguard and the most timid beginners are permitted to ride on the raft. One more venturesome player is delegated to pull the others around the pool with a short rope. When the lifeguard yells "Shipwreck!" all must go over-side. When he yells "Board ship!" all get back on the raft. The last one up must pull the others around the pool.

Fish Net

The players hold hands, with some of their buddies inside the circle. These are the fish. The ones on the outside lower their arms to water level, thus forming a net, and advance toward the center. The fish escape by going under or over the net and, if they are caught, become a part of the net. When all are caught, the players change places. While this game seems relatively simple, it has helped us to get our pupils into a prone position in the water.

Donald Duck

The boys stand facing their "buddies". There should be an equal division of two teams. We mark our teams for various games by pasting a bit of green on the forehead, usually a small green leaf. Players are then told to scatter all over the pool. They are given four water balls, two to a team, and try to hit each other by using a two-hand pass. Boys are permitted to duck but not to run after the shooter cries "Duck!" They may plunge to retrieve a ball but, after securing it, must shoot from that place. If opponents rush to get a ball, the one who retrieves it first must give the others three counts to get away before crying "Duck!"

Scoring is difficult in this game because we have Greens shooting at Whites, and Whites at Greens; consequently, we ask each player to count his hits and, after playing a few minutes, we stop, line up and call off the count. To keep boys from retaining a ball too long, we require them to throw it at someone within two seconds after the cry of "Duck!"

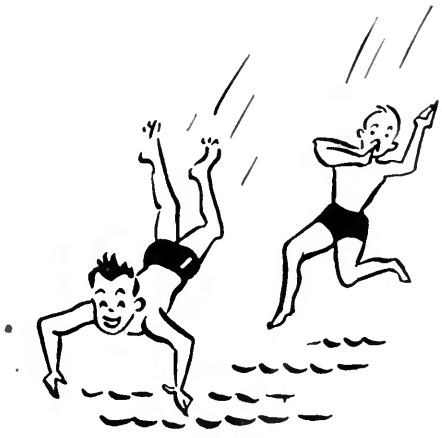
White Sails

Part of each instruction period should be a play period in which small groups participate in various activities. Sailing of small boats which may have been hastily constructed in camp is encouraged. A few boys try to whittle dories out of balsam blocks; some make sailing crafts out of flat boards, a mast, and a bit of cloth for a sail. A few have experimented with aluminum foil, using candy sticks for masts. In our play periods, we avoid competition, although we sometimes give small rewards for the best looking boat constructed from improvised materials. Sailing boats serves to make the boys forget that they are in water. They get their heads down to the water's edge to blow in the sails in order to make them go faster.

Dive or Jump

After boys learn to swim, they often want to learn to dive. Actually, most of the dives performed at camps are really not dives at all—they are better classified as jumps, head or feet first. Of course, deep water is a must for diving.

The game we play is designed to encourage boys to do something when they get out on a diving board. They line up on the dock and the leader takes the first turn. As he springs from a one-meter board, the next boy in line or another leader calls dive or jump. If he calls dive, the leader must



enter the water head first. If he calls jump, he must enter feet first. There are no penalties, and the fun of the game is derived from watching the peculiar turns and twists as well as flat entries into the pool. This game may be used for good swimmers as well as for beginners. There is some doubt whether it originated in any one camp, but it has been used in various forms for many years.

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About People and Activities

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Corinne Fonde

Corinne Fonde, modern crusader for recreation for all the people, died on April 8 in Houston, Texas. She had been assistant director of the Parks and Recreation Department of Houston until her resignation in July 1946.

Miss Fonde began her career as a kindergarten teacher, first in the public schools of her home city, Mobile, Alabama, and later as an instructor in the Sophie Newcomb College kindergarten training school in New Orleans. She was a disciple of Eleanor McMain of Kingsley House Social Settlement, New Orleans, where she was a resident and volunteer worker for eight years.

She came to Houston in June 1916 to supervise the work of the Houston Settlement Association of the Houston Social Service Bureau and the activities carried on there under her leadership paved the way for the formation, in 1919, of the Recreation Bureau of the Houston Foundation.

Through twenty-four years as superintendent, Corinne Fonde guided the growth of the recreation department of the city. The story of her many achievements in this capacity, as well as of her constant fight for the principle that municipal recreation should not be limited by age, sex, race, creed, locality, condition or special interests, appeared in the April 1947 issue of RECREATION.

In Memory of Lebert Weir

The Mid-Continent Regional Parks and Recreation Conference, held in Huron, South Dakota, during March, was dedicated to the memory of Lebert H. Weir, who for nearly forty years was District Field Representative for the National Recreation Association in the midwest states. In a memorial address, Charles E. Doell, Superintendent of Parks of Minneapolis, and his long-time friend and associate, traced Mr. Weir's career from the beginning of his interest in social problems as head of the Juvenile Court of Cincinnati, Ohio, in 1905 through his employment as the first field representative of the Association, down to recent years when he was acknowledged as one of the nation's leading authorities on the theories and problems of public recreation. A resolution memorializing his contributions was adopted by the conference.

Reading Club

Every two weeks, the Elizabethan Reading Club, directed by P. W. T. Ross, meets to familiarize members with the literature of the Elizabethan period. Various plays scheduled in the season's syllabus are read aloud by members themselves. Admission is fifty cents for each meeting, held in Mr. Ross' apartment at 175 Claremont Avenue, New York City.

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Music as a Hobby

MERELY LISTENING to music is a joyful and healthful pastime, but making music gives even greater pleasure. It is not necessary to be an accomplished musician to get the most from it. There are a great many amateurs who derive just as much happiness and benefit from a musical get-together as do the experts and the professionals.

A few years ago, a group of well-known men organized a band to play music simply for their own amusement and delight. There was not a professional musician among them. The group of jurists, doctors, theologians, jewelers, college professors and others gave concerts at regular intervals, and obtained a great deal of healthful exercise. The regular rehearsals served as a very satisfactory vent to pent-up emotions and tensions incident to their daily work-a-day existence. Music made them forget the petty annoyances that went with their regular occupations.

Hendrick Van Loon, the late writer and critic, gave an occasional violin recital on the radio. He insisted that creative work, however elementary, is far more important than passive appreciation. Professor Vladimir Karapetoff, one of the world's greatest electrical experts, plays the piano and cello. He values music because playing helps him to cultivate those mental processes necessary to successful living. It sharpens the sense of hearing, sight and touch; it requires quick thinking and quick action.

Quite often, music as a hobby leads to something which affords both the amateur musicians and the public great pleasure. Judge Leopold Prince of New York was a violin enthusiast all his life. His son was an apt pupil and together they played many a duet at home. Soon they were joined by the janitor of their apartment house with his big bass violin. A little later the butcher joined, and then the grocer. Soon the judge had a well-proportioned orchestra and hired a hall. In the summer, the band gave concerts in the parks to audiences of twenty thousand or more.

What if you are not talented enough to play on conventional musical instruments? Then use out-of-the-ordinary ones! You can learn to play through a comb by covering it with tissue paper and humming through it. At first it may seem silly to you, but this is quite an acceptable way of making music. Franz Schubert enjoyed it and Paul Whiteman has featured it in his radio broadcasts. With a little practice, you can learn to make surprisingly agreeable sounds.

Somewhat more complicated, but still requiring no great technical skill, are the kazoos, bazookas, Jewsharps and jugs. With just a little ingenuity you can learn to play any of these instruments.

Even if you are one who cannot carry a tune, you can always learn to make rhythm. There are various simple rhythmic instruments for sale, such as cymbals, drums, triangles, sand-blocks, rhythm sticks and so forth. You will not get much music from them, but just try accompanying a band on the radio and you will be astonished at how much they will contribute to emphasis and adornment.

The harmonica is another favorite of many who have neither the money nor the time to learn to play the more difficult instruments. Among a few of the noted men who enjoyed playing the harmonica were presidents Lincoln and Coolidge. Irving Berlin is also very fond of this simple instrument. With a little practice, almost anyone can acquire a knack of getting good tunes from the mouth-organ.

Music is an expression of one's inner feelings. If you can give vent to these feelings by actively making music, you can get a load off your mind and feel much better. You can extemporize as you go along. You don't have to be able to read a note to do it. Just let yourself go!

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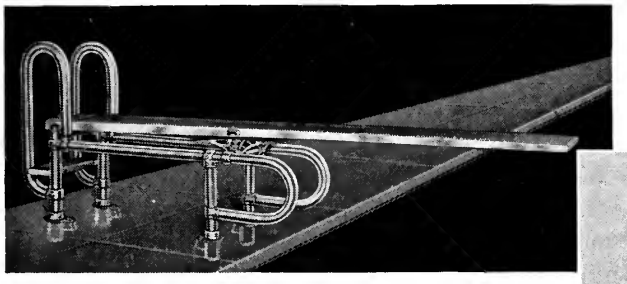

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Mary H. Farnsworth

A PERSON who has known how to hoodwink the years, Mary H. Farnsworth is near her eightieth birthday. She started the first playground in South Orange, New Jersey, in 1906.

In those early days—in 1900, in fact—she was a nurse, and her warm personality and interest drew neighborhood children into her home. She played with them and taught them games; and as more and more were drawn to her, it became apparent that another place would have to be found for these gatherings.

After careful looking about, she at last found a house and, in addition, received a check for $5,000 from its owner, Miss Redmond, for continuance of her work with the young people. Miss Farnsworth, with friends to help her, then set up a recreation program of indoor and outdoor fun. This became the first local community center. The first playground was soon opened on the outskirts of town and was very successful.

Although she has never received any official recognition, Miss Farnsworth is often called the "mother" of that playground. She recalls many amusing stories about the children and about the caretaker. She was, of course, well-acquainted with all of them and can still remember many by name.

Mary H. Farnsworth was born in India. In 1912—during a trip to Europe—she helped nurse a typhus epidemic in Russia. Like all recreation workers, she has carried with her always her very real interest in *people*.

She was educated in England, and took her nurse's training in Hartford, Connecticut. She has lived many years in South Orange and no one can gainsay the fact that the community is a much better place because of her interest and helpful citizenship.

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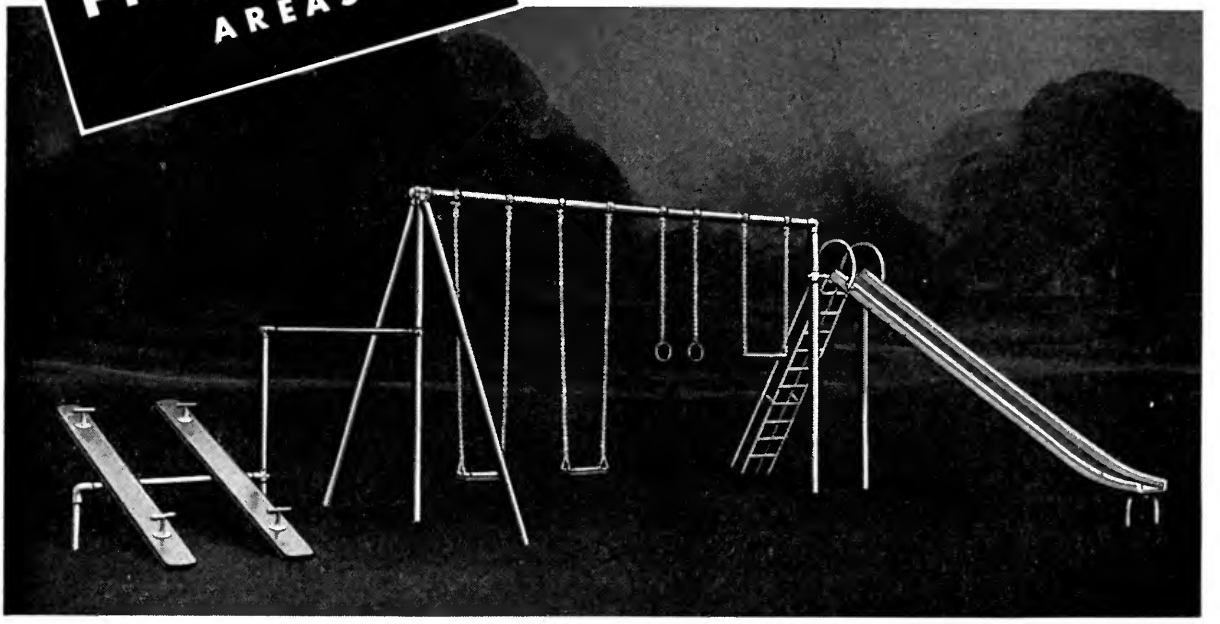

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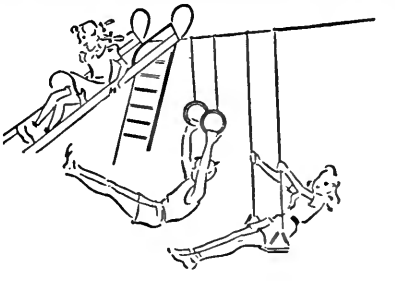

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Table Bat Bak can be played in the smallest room; packed in the smallest space; carried like a valise when visiting. It is faster and more continuous than table tennis; exciting for both dubs and experts; adapted to both solo play and tough competition. In public recreation halls twenty can play Bat Bak in space required for one table tennis game.
Bat Bak has been thoroughly tested in homes, schools, camps, recreation centers and the Armed Services. Here is the story of Bat Bak reported in typical comments of men who know action games:

FROM CAMPS

"Following the use of Bat Bak for our Boys' Camp and Conference groups at Camp Wawayanda during the 1949 season we are glad to report that the game was a splendid addition to the equipment. The game is equally attractive to the beginners and good players and to young and old. The small amount of space and ease with which the equipment can be moved adds to the attractiveness where indoor space is at a premium."—*Alden Eberly, Director Y.M.C.A. Camp Wawayanda for Boys.*

FROM THE Y.M.C.A.

"Bat Bak is the finest new game in the market in the past 25 years. It is great for the home, the 'Y' in fact anywhere where youngsters and adults like to play."—*W. H. Baumgarten, New York State Executive.*

"Your Bat Bak Game, Model B-20, arrived this morning and we are already fascinated with its playing possibilities."—*Very truly yours, J. C. Van Zandt, Boys Director, Westport Y.M.C.A.*

FROM THE ARMY

"The conferees from First Army and from the Air Forces alike expressed enthusiasm for your new game. Because of its compactness, speed, and ease in playing, 'Bat Bak' should go far both in individual and team enjoyment for our soldiers."—*F. W. Kendall, Lt. Col., SpS, Acting Army Special Service Officer.*

FROM THE NAVY

"The game has been demonstrated here in the District and at Servlant in Norfolk, and has met an enthusiastic acceptance by all concerned. The game is especially recommended for use aboard ships where space is at a premium."—*Alvin Robinson, Commander, U. S. Navy, District Welfare-Recreation Officer.*

FROM THE VETERANS ADMINISTRATION

"Please be advised we have found after testing your new game that it is a very desirable addition to our sports equipment. . . . Interest is sustained due to the variation in the types of shots made possible and the fact that it embodies the challenges of both handball and table tennis."—*N. J. Pierce, Chief Special Services, Northport, L. I.*

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Box 1133 G.P.O.
New York 1, N. Y.

We have had the game of Bat-Bak under study and research at the Army and Air Forces Special Services School for the past nine months, and I am happy to report it was in constant use. I can foresee a very extensive future of the game of Bat Bak in the Army, because of its highly competitive nature and its easily learned techniques and skills. Another attribute which makes this game of exceptional value is that it requires limited playing area.

After seeing the enthusiasm and spirit displayed by the participants, both the beginner and the expert alike in the game, I recommend it without hesitation.

F. DON MILLER
Captain, Army Sports Officer

TABLE MODEL WITH FOLDING LEGS

Designed especially for recreation centers, camps, schools, hospitals, game rooms and for out-of-doors play, with convenient carrying handle. Remove backboard and you have a sturdy, attractive table for general use.

No. B-20 packed 1 set per carton. $35.00

BRIDGE TABLE MODEL

Built to be set on any table. Portable. Folds into two carrying sections with handles.

No. B-10 packed 1 set per carton. $22.50

Because it stores easily this model is excellent for home use but is not recommended for the rougher usage of public centers. For homes with space for a permanent set-up Model B-20 is also preferable.

DELUXE MODEL

Smartly finished table, folds into compact, lightweight valise containing folding legs, backboard, bats and balls. Excellent for trips as a game and portable picnic table.

No. B-40 packed 1 set per carton. $45.00

TABLE TENNIS BACKBOARD

To be set up over the middle of a Table-Tennis regulation table. Two backboards can be set back to back providing two games for each table.

No. T-5 packed 2 sets per carton. $30.00

Halex (official) Balls, 6 to a carton....$1.20 per carton.
Bats (official) 5-ply rubber-faced.....$2.00 per bat.
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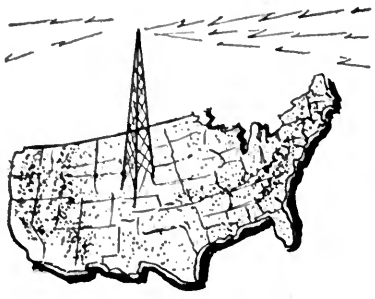

Flashes from the FORTY-EIGHT

Minnesota—A state recreation specialist has just been added to the staff of the State Director of Mental Hygiene. Provision has also been made for adding recreation leaders to the staffs of state hospitals.

California—An Inter-Agency Committee of State Departments was established recently at a conference called by Governor Earl Warren to increase coordination of official activities in the field of recreation. The committee will seek maximum utilization of the recreation resources of California. One of its first actions will be to determine what recreation problems involve such state agencies as the State Recreation Commission, Department of Education, Department of Natural Resources, Department of Public Health and others. Sterling S. Winans, State Director of Recreation, was named executive secretary of the committee.

Participating in the conference were the California Recreation Commission, Departments of Public Health, Natural Resources, Education, Social Welfare, Finance, Youth Authority, Adjutant General, Fish and Game Commission, Water Pollution Board and the governor's office. The University of California was also represented. Acting chairman of the committee was M. F. Small, secretary to the governor.

Indiana—Staff members of the Indiana University Department of Recreation are planning to conduct three two-day recreation leadership training institutes in different sections of the state.

The June issue of RECREATION magazine will devote a complete section to news of state recreation developments throughout the country.

Washington—The Inter-Agency Committee on Recreation meets monthly under the active chairmanship of Governor Arthur B. Langlie. It is the objective of the committee to utilize the facilities and the knowledge of the various departments in an effort to improve facilities for out-of-state guests and also to assist local communities in developing their own community recreation programs. Printed material is being prepared for circulation among local officials telling them what the state has in the way of personnel, equipment and facilities to aid them in their program promotion.

Juvenile fishing areas, open only to young people under sixteen, have been opened at thirty-four lakes and streams by the Department of Game . . . Some type of camping was carried on in sixty-nine school districts in 1949 . . . Through the Division of Adult Education and Extension Services of the University of Washington, creative dramatic groups were organized in Seattle and four other communities, with approximately 1,040 children participating . . . At this year's state fair, the Agricultural Extension Services is trying something new with a contest in recreation leadership. Different county groups will compete in organizing and directing mixers . . . Out of a 4-H club membership of about 12,000 in the state, 3,415 members attended the twenty-five 4-H club camps.

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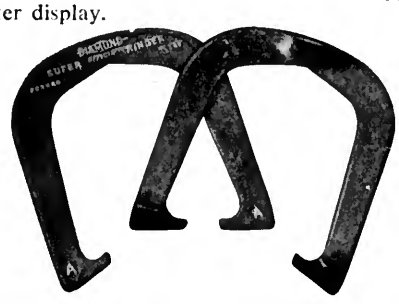

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Harold Hainfeld

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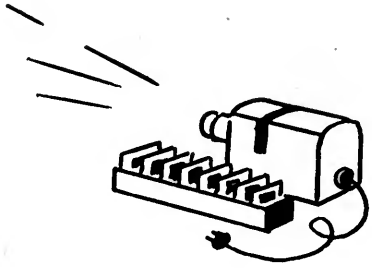

How can the superintendent of recreation or superintendent of schools best show the community what is going on in the recreation program? Publicity and public relations are among his important responsibilities. Local newspapers can give excellent space to activities; a collection of photographs displayed in some strategic place in the community can be used. A movie is an expensive means of showing the program, and presents all the problems related to the taking of movies indoors.

To project pictures to group audiences by means of two-by-two-inch slides, however, with a running explanation of events, can be an effective means of promotion and interpretation and is, as yet, an untried method in many communities. These slides are frames of thirty-five millimeter film, either colored or positive black-and-white, bound in cardboard. A good thing about them is that it is possible to hold a picture on the screen as long as desirable. A set of such slides of the recreation program sponsored by the Union City, New Jersey, Board of Education is being prepared for superintendent of schools, Albert C. Parker.

The slides, often referred to as Kodachromes when taken with colored film and readymounts, are easily made with a thirty-five millimeter camera. There are many on the market ranging in price from a few dollars to several hundred. The colored film (Ansco or Eastman Kodak) is bound at the laboratory and returned ready for projection. Cost of colored film for slide-making is twenty-five cents per slide. The black-and-white slides, at a cost of twelve cents a slide, are also taken on thirty-five millimeter positive film and bound in the same manner. A list of equipment and film costs is shown below.

The slides of the Union City program are being made on black-and-white film and the series, starting with the summer program, will include forty-eight slides showing year-round activities. The camera, contact printer, developing trays, chemicals and projector are part of the visual aids equipment of one of the schools and are being loaned to the recreation department for its public relations, slide-making project. A recreation program including photography as one of its activities might already own such equipment.

Equipment Costs

Equipment	*Black-and-White Film*	*Colored Film*
Camera	$48.00	$48.00
Floodlights (indoors)	7.20	7.20
Film	2.28	12.00
Two-by-two-inch projector	28.00	28.00
*Developing	.60	
*Positive film	1.00	
*Chemicals	.90	
*Box printer and trays	7.49	

The Union City slides, when completed, will be shown to various community and civic groups, as a part of the new public relations program.

*Included in price of film.

Harold Hainfeld is now with the recreation department, Board of Education, Union City, N. J.

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TODAY IN SPORTS EQUIPMENT

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Books Received

Hoyle's Rules of Games, edited by Albert H. Morehead and Geoffrey Mott-Smith. The New American Library, New York. $.25.

Legends Children Love, Joanna Strong. Hart Publishing Company, New York. $1.25.

Make It Yourself, Bernice Wells Carlson. Abingdon-Cokesbury Press, New York. Cloth, $2.00; paper, $1.35.

Methods and Materials in Elementary Physical Education, Edwina Jones, Edna Morgan and Gladys Stevens. World Book Company, Yonkers-on-Hudson, New York. $3.00.

Music As a Hobby, Fred B. Barton. Harper and Brothers, New York. $2.50.

Nature Crafts, Ellsworth Jaeger. The Macmillan Company, New York. $2.49.

Organization and Administration of Physical Education, The, Edward F. Voltmer and Arthur A. Esslinger. Appleton-Century-Crofts, Incorporated, New York. $3.50.

Play Alone Fun, Caroline Horowitz. Hart Publishing Company, New York. $1.25.

Report of the United States Olympic Committee, edited by Asa S. Bushnell. United States Olympic Association, New York. $3.50.

Social Welfare Forum, The, Columbia University Press, New York. (Published for National Conference of Social Work.)

Supervision of Group Work and Recreation, Hedley S. Dimock and Harleigh B. Trecker. Association Press, New York. $4.50.

Magazines and Pamphlets

Beach and Pool, January 1950
New School Pool Features Two-in-One Construction.
Swimming Pool Sanitation, M. Starr Nichols, Ph.D.
Winterize Your Pool, William Berens.

Camping Magazine, January 1950
Making Belts and Necklaces From Twigs, Ellsworth Jaeger.
We're Recapturing Our Older Boys, William Vannais.
Will Polio Hit Your Camp? A. Daniel Rubenstein, M.D.
Improving Camp Mental Hygiene, Robert Jesness.

Parents Magazine, February 1950
A Fathers' Club in Action, Mary Tinley Daly.

Girl Scout Leader, February 1950
My Town and Your Town, Julian Harris Salomon.

Journal of the American Association for Health, Physical Education and Recreation, February 1950
Costuming the Folk Dances, Julia H. Post.
Multi-Basketball, Vera T. Bartlett.

Camping Magazine, February 1950
Special Leadership Training Issue.

School Executive, February 1950
Planning Kindergartens in San Francisco, N. L. Engelhardt.

ERRATA

William P. Uhler, not W. P. Wiler, is the author of the "So This Is Education," editorial which appeared in the December 1949 *Journal of the American Association for Health, Physical Education and Recreation,* and was listed in the February 1950 "Magazines and Pamphlets" column of RECREATION.

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New Publications

Covering the Leisure Time Field

The Craft of Ceramics

Geza de Vegh and Alber Mandi. D. Van Nostrand Company, Incorporated, New York. $4.75.

THE CREATIVE craft of ceramics, though one of the most ancient of the arts, is enjoying wide popularity today. People in all walks of life have taken to it. Perhaps this is because so many individuals are trying it in recreation groups throughout the country, and because of the interest brought back by the many servicemen who became acquainted with it during the war years. In any event, here is a new guide in elementary ceramics which brings within the scope of the beginner the fundamental skills required for practice and enjoyment. A series of lessons, in logical sequence, covers the simple but fundamental techniques of the art—clay working, mold making and decoration. A list of the materials needed is provided and each step is explained. The methods presented here have been used in teaching large groups, and practically all were able to master the subject quickly. A list of dealers in ceramics supplies is included as an appendix. Illustrations make the reader want to pick up the nearest piece of clay and begin at once.

Recreation for the Blind at The Lighthouse

The New York Association for the Blind, New York.

THIS ATTRACTIVE PAMPHLET describes an extremely interesting and stimulating program of recreation for the blind of all ages and both sexes. Recreation facilities at The Lighthouse include an auditorium, social hall, bowling alleys, swimming pool, club rooms and summer camp. The offerings are broad, including crafts, music and dramatic activities, discussion groups, social and square dancing, parties, entertainment, gymnastics, swimming, hiking and camping. The program is a revelation of the extent to which recreation can successfully add to the enjoyment and enrichment of living for the blind person.

Camp Counseling

A. Viola Mitchell and Ida B. Crawford. W. B. Saunders Company, Philadelphia and London.

HERE IS A long-needed manual for the working kit of both experienced and prospective camp counselors as well as for directors. The counselor must have, as a working background, some knowledge of the history, philosophy and objectives of camping. He must understand people and be able to appreciate their varying personalities and characteristics—both the older ones who will be his staff associates and the youngsters who will be his campers. He needs to have personal skill in one or more camp activities and must have the "know how" of teaching others. Above all, since camping is carried on mainly in an outdoor environment, he must have the camping and woodcraft knowledge and skills necessary to live comfortably, happily and safely in the out-of-doors.

All of these subjects are covered in this book. The sections on program planning and activities are excellent and inclusive; and such subjects as duffel for camping trips, camp cooking, sleeping in the open, axemanship and firecraft are not overlooked.

Decorative Design

Fritzi Brod. Pitman Publishing Corporation, New York. $1.00.

NEED IDEAS FOR designs for leathercraft, clay work, posters, papercraft or any other craft? Here's your book! No text—just sixty pages of various types of design taken from plant, animal and marine life, abstract, Pennsylvania Dutch, alphabet, and dozens of other sources. It is an at-

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tractive booklet and one to stimulate imagination.

Elementary Hand Craft Projects

D. C. Blide. Pitman Publishing Corporation, New York. $1.75.

CRAFTS LEADERS, here's a simple book of simple crafts, lots of illustrations, lots of easy, attractive projects for linoleum blocks, wood, leather, plastics, metal and Keene cement.

Hand Weaving with Reeds and Fibers

Osma Couch Gallinger and Oscar H. Benson. Pitman Publishing Corporation, New York. $3.00.

MRS. OSMA GALLINGER operates a crafts industry. Mr. Oscar Benson has been active in 4-H club work and with the Boy Scouts. Together, they have prepared this book covering the principles of weaving with cane, reed, corn husks, straw, grasses and various other fibers. Instructions are clear, projects are interesting and illustrations profuse. A good book for your crafts leaders.

Dances of Early California Days

Lucile K. Czarnowski. Pacific Books, Palo Alto, California. $5.00.

THIS BOOK WAS compiled by going directly to the old-timers who still remembered the original dances and music of early California days. It includes dance games, couple dances, dances for sets of two couples, and group dances. Miss Czarnowski is associate supervisor of physical education at the University of California, and well-known for her work and research in the field of the dance. She has divided her book into two major sections: "Dances Before 1849" and "Dances After 1849," the former concentrating on dances of Spanish and Mexican origin; the latter containing Californian variations of the polka, schottische, mazurka and waltz. Complete directions, music and step patterns are given, along with clear and attractive illustrations. An excellent book for the dance library.

Creative Play Acting

Isabel B. Burger. A. S. Barnes and Company, Incorporated, New York. $3.00.

MRS. ISABEL BURGER is the director of the famous Children's Experimental Theatre in Baltimore. This book is the result of the outstanding work she has done in this field, expressed by the credo of that theatre—"Play acting is the child's rehearsal for his role as a grown-up."

The book contains chapters on various types of pantomime, with many suggestions as to subjects. It also has excellent chapters on long and short plays, a bibliography of stories for dramatization, and three complete plays, short, short-long and long. It is a "must" for the drama leader.

The Crowded House

Fan Kissen. Houghton Mifflin Company, New York. $1.88.

HERE IS THE third and final book in the series that included *The Straw Ox,* and *The Bag of Fire.* It contains twelve stories, including "The Ugly Duckling," "The Christmas Angel," "The Pied Piper," and "The Young Paul Bunyan," all cleverly dramatized so that youngsters can "act them out" for storytelling hour or mock radio programs, or even for *real* radio programs. Like the others in the series, each story has a page showing how to make the sound effects.

This series is one of the nicest collections published in a long time, and should be very useful to storytellers, drama and playground leaders.

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Recreation Training Institutes

(Conducted by National Recreation Association Staff)

May, June and July, 1950

HELEN DAUNCEY Social Recreation	Syracuse, New York May 24 and 25	Miss Grace A. Reeder, Director, Bureau of Child Welfare, State Department of Social Welfare, 112 State Street, Albany, New York.
	Syracuse, New York May 26	Mrs. Helena G. Hoyt, Director, Municipal Recreation Commission, City Hall.
	Albany, New York June 1 and 2	Miss Grace A. Reeder, Director, Bureau of Child Welfare, State Department of Social Welfare, 112 State Street, Albany, New York.
	*Lexington, Kentucky June 5-9	Miss Anna S. Pherigo, Superintendent of Parks and Recreation, Gratz Park.
	*Greenville, South Carolina June 12-16	H. F. A. Lange, Director, Parks and Playgrounds, 100 East Park Avenue.
	*Pottstown, Pennsylvania June 19-21	Francis Donnon, Director, Pottstown, Recreation Commission, King and Penn Streets.
	*Brandon, Vermont June 26 and 27	Mrs. A. O. Brungardt, State Recreation Board, State Capitol, Montpelier.
	*Jamestown, New York June 28-30	James A. Sharp, City Recreation Director, City Recreation Department, 200 East 4th Street.
RUTH EHLERS Social Recreation	Shepherdstown, West Virginia July 18-21	Dr. Oliver S. Ikenberry, President, Shepherd College.
ANN LIVINGSTON Social Recreation	*Columbus, Ohio June 5-9	N. J. Barack, Superintendent of Recreation, Department of Public Recreation, Room 124, City Hall.
	*Toledo, Ohio June 12-16	Arthur C. Morse, Supervisor of Recreation, Department of Public Welfare, 214 Safety Building.
	*Dunkirk, New York June 19-23	K. Hoeppner, Director of Recreation, High School.
	*Westchester County, New York June 28-30	Miss Vivian O. Wills, Assistant Superintendent, Westchester County Recreation Commission, County Office Building, White Plains, New York.
MILDRED SCANLON Social Recreation	State of Florida May 1-26	Dr. R. L. Fairing, Acting Head, Department of Citizenship Training, General Extension Division, University of Florida, Gainesville. Florida.
	*Dubuque, Iowa June 5-9	Nicholas J. Sutton, Director of Recreation, Department of Recreation.
	*Sheboygan, Wisconsin June 12-16	Howard R. Rich, Director of Public Recreation, 817 Jefferson Avenue.
	*Salina, Kansas June 19-23	Dave A. Zook, Superintendent of Recreation, 302 City Hall Building.
	State College, Mississippi June 25-July 1	R. O. Monosmith, State 4-H Club Leader, Extension Service.
FRANK STAPLES Arts and Crafts	*Toledo, Ohio June 12-16	Arthur G. Morse, Supervisor of Recreation, Department of Public Welfare, 214 Safety Building.
	*Worcester, Massachusetts June 26 and 27	Herman S. Adams, Parks and Recreation Commission.
	*Stamford, Connecticut July 6 and 7	Edward J. Hunt, Superintendent, Board of Public Recreation, Haig Avenue.
	Bolder, Colorado July 25-August 8	Director of Summer Quarter, Macky 116, University of Colorado.
GRACE WALKER Creative Recreation	*Morristown, New Jersey June 5-9	Gerald R. Griffin, Recreation Supervisor, Recreation Department.
	*Elmira, New York June 15 and 16	Edgar W. Austin, Executive Secretary, Council of Social Agencies, Federation Building.
	*Lansing, Michigan June 19 and 20	Herbert E. Kipke, Director, Board of Park Commissioners.
	*Pittsfield, Massachusetts June 21-23	Jackson J. Perry, Superintendent, Park and Recreation Department, 52 School Street.

* Special recreation leadership training courses for summer playground workers.

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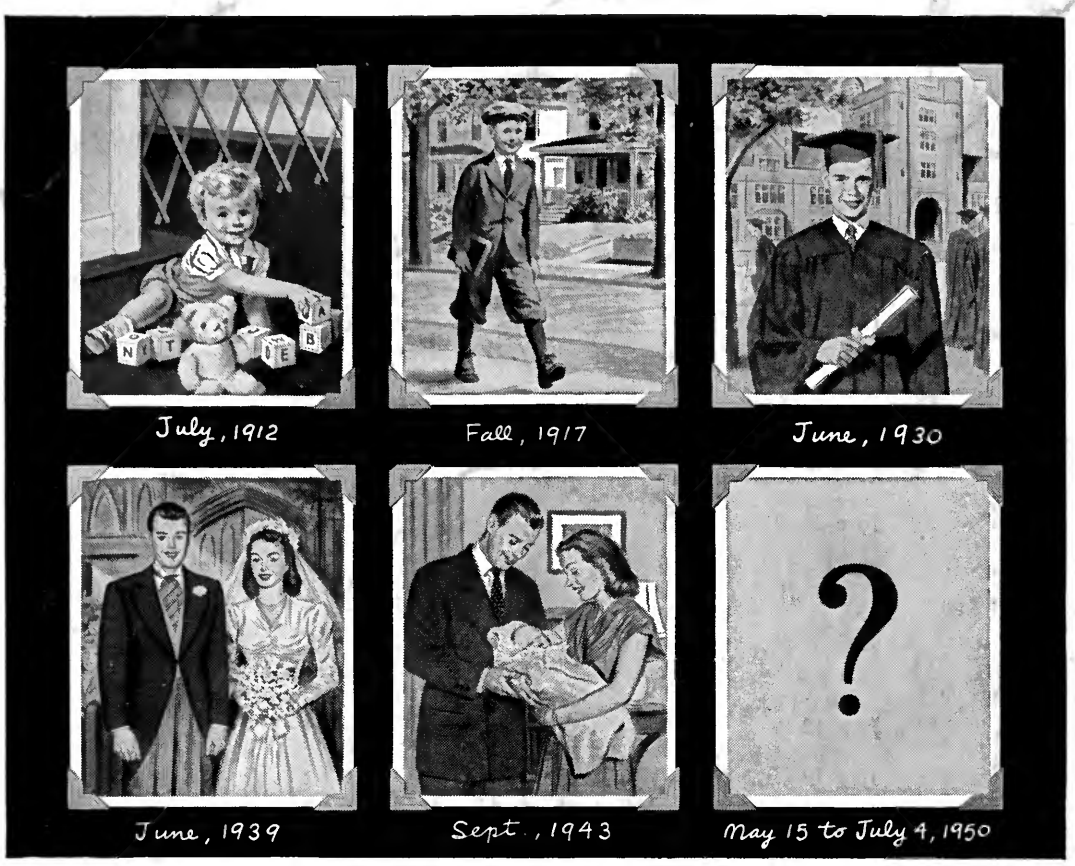

The next few weeks may be the most important in your life

Between May 15th and July 4th, you can make a move that may change your life, regardless of your age. During these seven weeks of the U.S. Treasury's Independence Drive, you can lay the groundwork for making your fondest dreams come true.

The next decade will be one of the greatest America has ever seen. The opportunity of a lifetime will come to millions of Americans—it can come to you.

The opportunity to start your own business. To buy a share in the business you're now in. Even to take a job that pays less at the start—but has a tremendous future.

Don't let your opportunity pass because you were financially unable to grab it!

If you are *not* now buying U.S. Savings Bonds automatically, this is the time to begin. If you *are*, sign up for *extra* bonds. Sign up and buy up all you can. That golden opportunity in the 50's may be the "one in a lifetime" for you—be ready for it!

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Murray College
Jacksonville, Illinois

32nd

National Recreation Congress

Cleveland, Ohio **October 2-6, 1950**

Headquarters—Statler Hotel

To Friends of Recreation:

We cordially invite you to attend the 32nd National Recreation Congress. Cleveland is a fitting place in which to take a midcentury look at recreation.

Here, in a series of special conferences, some thirty-five discussion meetings, eight general sessions, activity training sessions, demonstrations, exhibits and other features, recreation leaders of the country will have a five-day opportunity to exchange information and experience.

The increasing recognition of the vital part recreation plays in American life makes it doubly important for board members, volunteers and community leaders, as well as professional recreation leaders, to come and plan together for more effective recreation services for all the people.

Come to Cleveland in October. All are welcome.

T. E. Rivers, Secretary
National Recreation Congress

Hotel Information:

The following hotels have allocated rooms for the Recreation Congress: Statler, Allerton, Auditorium, Hollenden, Carter and Cleveland. Congress Headquarters—Statler Hotel. Make your reservations directly with the hotel of your choice.

Special one and two day conferences for the following groups:

Rural Recreation Leaders
Hospital Recreation Workers
Industrial Recreation Leaders
Chief Executives of Park and Recreation Agencies

American Recreation Society—Meetings of the professional group will be held Saturday and Sunday, September 30th and October 1st, in the Statler Hotel prior to opening of Congress. Luncheon, Wednesday, October 4th.

Schedule of Discussion Meetings
Congress Committees
See page 172.

National Recreation Association **315 Fourth Avenue, New York 10, New York**

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Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

JUNE 1950

Editor, JOSEPH PRENDERGAST
Managing Editor, DOROTHY DONALDSON
Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 3

On the Cover

A quiet wayside rest on a mountain trail in Austria. Walking for the sheer joy of it has long been a popular form of recreation the world over. Today, increased interest and significant advances in additional recreation activities are reported in many lands. The recreational habits of many peoples have been influenced to large extent by the American troops stationed there during or since the last war. From all corners of the globe letters and visitors come to the NRA bringing recreation problems and inquiries. Photo by courtesy of Austrian Consulate General, Information Department, N. Y.

RECREATION is published monthly except July and August by the National Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Next Issue

The September issue of RECREATION, to be published the latter part of August, will bring you last minute news regarding the Midcentury Congress in Cleveland, suggestions for fall and winter programs—including Hallowe'en. An article on management-union recreation within industrial plants will deal with solutions to the problems involved in a cooperative set-up; and one on university-community cooperation will give details of a successfully operating program which involves all local agencies concerned with the welfare of youth. A blow-by-blow description of putting on the famous Greek Games at Barnard College will be rich with special-event ideas for many readers, and will present a pattern which can readily be followed by other groups, schools, recreation departments, physical education departments or camps. DON'T MISS THE SEPTEMBER ISSUE!

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STATE. Park service has increased. Vogel State Park, Blairsville, Ga.

State Federal and International RECREATION

Bureau of Reclamation

FEDERAL. Many recreation resources developed. Sailing on Lake Mead.

INTERNATIONAL. Recreation has no national boundary. Cycling in Sweden.

Swedish Travel Information Bureau, Inc.

Editorial

FOR MORE THAN forty years, the National Recreation Association, as one of its services to the recreation movement, has issued a municipal recreation year book as a record of community recreation facilities, expenditures, activities, leadership and management in the United States and Canada. The municipal year book, which is now issued biennially, affords a guide to the growth and development of community recreation.

In recent years, the expansion of community recreation has been paralleled to a degree by the growth of recreation activity on state and federal levels as well as in other countries. No periodic record comparable to that provided by the municipal year book is now available concerning trends and significant recreation developments in the states, the Federal Government or abroad.

The June 1946 issue of RECREATION carried articles giving some of the information then available as to what was being done by the states in the field of recreation. As Howard Braucher said in his editorial for that issue: "The time has now come when we should all know much more about our state government programs . . . Whatever may happen in localities and in the nation, it is now clear that state government in the United States is to have a large part in the recreation picture, that the people themselves wish it so, that the people themselves are prepared to see continuous, generous, substantial support of state government recreation programs."

In January 1947, RECREATION published material on several of the federal agencies making the most important present peacetime contribution to recreation. In his editorial for that issue, Howard Braucher said: "Both the articles on state government recreation and federal recreation are parts of a longer, more comprehensive study of what is available in recreation today, what is needed and desired that is not now available . . . One cannot well face what is needed without listing what now is being done."

In September 1948, RECREATION carried an article entitled "Internationally Speaking" which described the part the National Recreation Association has played in establishing recreation facilities and programs in many lands. A reference was also made in that article to the first International Recreation Congress held in Los Angeles in 1932 which was organized by the association with the cooperation of an advisory committee on which thirty-two countries were represented.

In this issue of RECREATION, the National Recreation Association presents statements in statistical and narrative form concerning the services of state and federal government agencies furnishing recreation for the people. It also affords evidence of recreational interests in many lands and recreation projects initiated since the end of the Second World War.

The association believes this issue will bring useful and significant information to all who are interested in recreation as an important phase of life in the world today. Owing to limitations of time and space, some of the information is incomplete and fragmentary. If a publication of this sort proves to meet a genuine need, and if the demand merits, the association intends to publish a state-federal-international recreation year book at two-year intervals to alternate with its long-established and well-received municipal recreation year book.

Grateful acknowledgment is given to the many individuals and agencies that have furnished the information, photographs and other material used in this issue.

Joseph Prendergast

Selected Services of the National Recreation Association

IN 1949

Most of the services listed below are equally available to, and used by, governmental and private agencies in the United States—local, state and national. Many of them are also extended to individuals and groups in other countries.

6,629 different communities, in every state (and including 262 foreign cities), received advice on recreation problems through correspondence and consultation bureau.

8,273 recreation leaders and laymen interested in recreation (393 of them in foreign countries) received RECREATION, the monthly magazine of the movement.

8 federal agencies with major concern for recreation were served directly or through the Federal Inter-Agency Committee on Recreation by consultation or special field service.

48 states were helped with their state recreation problems and services. Four field workers, 3 full time and 1 part time, were assigned to help state government agencies active in recreation.

1,000 delegates from 373 cities in 45 states and 2 foreign countries attended the 31st National Recreation Congress.

3,000 cities, towns and villages participated in the 25th annual observance of National and International Music Week.

14,334 employed and volunteer leaders (serving various racial groups) were given special training in recreation skills, methods and programs at institutes held in 130 cities in 37 states.

1,552 cities were given requested service through the visits of field workers. Many cities were visited several times during the year.

55 cities in 27 states were assisted through personal visits by the Katherine F. Barker Memorial Field Secretary for Women and Girls.

103 cities in 24 states were helped by 3 field workers in the development of adequate recreation programs for minority groups.

51 cities in 17 states received special field service in connection with their plans to develop and strengthen their service in arts and crafts. In 21 of these, special training institutes were conducted for leaders.

25 cities received the personal services of the specialists on recreation areas and facilities and recreation buildings.

17 appraisals of recreation administration, personnel and facilities were completed in 1949.

1,055 companies received periodical bulletins on industrial recreation problems and development. A number of industrial plants were visited by a special worker giving part time to help industries and municipal recreation departments meet recreation needs of workers.

2,500 leaders received the *Summer Playground Notebook* which helps improve and extend playground programs and services.

2,577 individuals received the *Playground and Recreation Bulletin Service.* The association's publications were more widely used in 1949 than ever before. A number of the new publications issued were based upon comprehensive study and research.

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State Recreation Services

Massie-Missouri Resources Division

State parks bring to the people a greater understanding of the beauty and value of wilderness areas and of their enjoyment. Trails for riding, hiking, camping are provided.

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State RECREATION SERVICES

Pennsylvania State Department of Commerce

At World's End State Park, Pa.

THE STORY OF what people of the nation are doing for themselves in recreation, through their state governments, is a thrilling one. It has been an outstanding development in the field of recreation since the war, and is not confined to any one section of the country. In addition to the development of state parks, forest recreation services, fish and wildlife conservation, and the promotion of tourist and vacation recreation activities, the states are increasingly providing services to local communities to assist them with their local recreation problems. Thirty-five states have some service of this type, ten employing one or more full-time workers.

Rural areas in the states also are receiving more and more help with their recreation programs. Forty-one state agricultural services have at least one worker giving part time to state leadership in this field. Fourteen of these states have at least one full-time person. In addition, county extension workers include recreation in their programs in a majority of states.

Just as the Federal Government has created an interagency recreation committee, so the states are increasingly establishing similar cooperative machinery. State committees are generally composed of state counterparts of the federal agencies plus such agencies as planning and development boards. A few states include private groups; three states have recreation boards or commissions.

State Interagency Committees

Interagency and interdepartmental committees on the state level were first set up in 1946 for the purpose of exchanging information among state departments concerned with recreation and with similar groups in other states, providing means for mutual assistance, clarifying the responsibilities and functions of state and local governments, discovering areas where recognized recreation services are not being provided by state departments and planning for meeting these needs, and determining where special studies or surveys may be desirable and recommending plans for making them.

Interagency organizations are a means of providing such coordination without setting up a new governmental agency or expending additional funds. Membership is usually restricted to state departments, although some states include private agencies among their members. A complete list of the states now having such committees will be found in the check list on page 122. The plans and services of the committees mentioned below are typical of those now actively functioning.

The State Inter-Agency Committee in California was established by the governor on February 24, 1950 for the purpose of seeking maximum utilization of the state's recreation resources. It will determine what recreation problems involve various agencies, such as the State Recreation Commission, Department of Education, Department of Natural Resources, Department of Public Health, and so on. Wider utilization of camping facilities, including those at state beaches and parks, will be studied, and problems of community recreation given attention.

The Michigan State Inter-Agency Council on Recreation, composed of twelve state departments and advisory groups that have a responsibility for recreation, was organized in 1947. It coordinates the recreation activities and functions of the state arms of government, promotes and develops overall public recreation programs for the state, recom-

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mends needed recreation activities to the proper state departments, develops a continuous and systematic program of fact-finding on recreation needs, and encourages communities to set up adequate recreation programs. This year, it is initiating a two-year experimental program to give better recreation leadership to the state. Funds have been provided by the W. K. Kellogg Foundation to employ a full-time executive secretary who will carry on the work of the committee.

The Minnesota Governor's Advisory Committee on Recreation, established May 9, 1946, has completed a study of state agency recreation programs. The executive committee has voted to present a bill to the 1951 state legislature for the creation of a state recreation commission to be set up to devise ways and means of carrying on a state consultant service.

The first project of the Mississippi Inter-Agency Recreation Committee, which was organized in 1948, was a survey of the recreation programs and objectives of state agencies engaged in recreation activities, people served, resources, problems and needs as seen by these agencies. The results will be used by the steering committee in formulating a program. A series of district conferences has been sponsored to enable city and county officials, recreation board members and community leaders to discuss methods of developing city and rural recreation programs. Mississippi is one of the two states in which the committee has sponsored training institutes for professional recreation leaders.

The Interdepartmental Committee on Recreation in Tennessee has also sponsored leadership training institutes and program organization meetings. The committee is attempting to stimulate recreation in very small communities by working through local committees to determine the type of program wanted and the proper approach to attain it.

The Washington Inter-Agency Committee on Recreation, under the active chairmanship of the governor, was created early in 1949. Its objectives are to utilize the facilities and knowledge of the various departments, coordinate their activities in an effort to improve facilities for out-of-state guests, and assist communities in developing their own recreation programs. Printed material is now being prepared to be circulated among local officials to inform them of the state's resources in personnel, equipment and facilities which will aid them in their program promotion.

The committees in Louisiana and Michigan are making studies of state agency recreation programs, and the Washington committee has made a study of park and recreation facilities in the state. In Missouri, the committee has approved a set of principles to guide federal agencies in developing plans in the state.

State Colleges and Universities

The work done by the state colleges and universities through their extension divisions was reported at some length in the *State Recreation Issue* of RECREATION magazine, published in June, 1946. Since then, many of these institutions have expanded their services, and others have employed field recreation consultants and community service directors to "take the college off campus," and provide advisory service to communities. Short courses, conferences and workshops for individuals and community groups are offered; the drama and music departments often take their productions on state-wide tours; art exhibitions are held; poetry, drama and music festivals, in which local poets, dramatists and musicians are given a hearing, are sponsored; cooperation on solving community problems is given; and endless queries are answered by correspondence.

The examples presented below of services offered by the state colleges do not include agricultural colleges, which are discussed in the section on agricultural extension services. Neither is any reference made to the private colleges, although many of them are doing valuable work in this field.

The Extension Division of the University of Florida has for several years sponsored short recreation training courses conducted by specialists of the National Recreation Association. In 1948, fourteen three-day courses were held throughout the state and, in 1949, thirteen one-week courses.

Considerable service to communities in the state is available through the University of Idaho. A member of the staff of the Department of Physical Education has been visiting communities, on request, to assist with the organization of recreation programs. He has also aided the Agricultural Extension Service in recreation leadership training work.

Indiana University employs two recreation consultants who have conducted short training courses and classes for professional recreation leaders, school teachers and other groups in folk and square dancing and social recreation. It makes surveys and gives assistance with local recreation problems. In cooperation with various park organizations, the university organizes and directs the

Lee State Park, South Carolina

Picnicking areas attract family groups.

annual Great Lakes Park Training Institute at Pokagon State Park.

The University of Iowa is preparing a catalogue of audio-visual aids which will represent the largest collection of films ever made available in Iowa. A play festival is held each spring during which two days are set aside for community group participation. The university sponsors periodic art exhibitions, with civic organizations and community groups invited to arrange for special visits —lectures given by qualified guides.

In 1946, the University of Minnesota appointed a field recreation consultant who visits communities, makes comprehensive community surveys as well as more limited surveys of recreation facilities, and assists with a wide variety of local problems, such as the formation of youth councils, leadership training, referendums and administrative matters. The university is cooperating with the state mental hospitals in training recreation leaders for work with the hospital patients.

The community services program of the University of Nebraska has assisted numerous small communities in such projects as forming community councils, developing parks and other recreation facilities, working out leisure-time activity programs for various groups, housing libraries, and conducting workshops for leaders. The supervisor of the program visits communities, on request, and helps to analyze needs, survey resources, and plan action programs to strengthen areas of community life which do not appear to be fully developed.

The University of New Hampshire's recreation specialist has done a great deal in the field of community recreation organization. She holds institutes, works with schools, and serves as a state recreation field consultant. The university cooperates with other state departments in promoting state-wide recreation through university sources.

The University of Oklahoma holds short courses and conferences for such diversified groups as those of mothers, swimming pool operators, scout leaders and drum majors. The activities scheduled by the extension division in 1949 included poetry and massed band festivals, radio and audio-visual conferences, the annual camping institute and a marching band clinic.

A series of three-day institutes in various parts of the state had been sponsored by the University of Tennessee. These were open without charge to all adults interested in recreation leadership. The university is promoting community organization for recreation, but the work is largely in the planning stage at the present time.

The Extension Division of the University of Utah offers square dance institutes for Mormon recreation leaders and those of other groups, and operates a children's swimming program and an athletic program for the eight-to-fourteen-year-old age group in the university area. The courses given in arts and crafts appreciation are continually oversubscribed, and the division's film loan library is steadily growing in order to meet demands.

State Parks

For state parks, the period between 1946 and 1950 was one of rehabilitation and growth. During the war years, there was virtually no expansion or construction of new facilities, and even the normal maintenance operations were sharply curtailed because of the shortage of personnel and materials. After the war, with people increasingly turning to outdoor recreation in leisure hours, the state park authorities found that their areas and facilities were seriously overtaxed. On the whole, they have risen to the occasion. New areas have been acquired, new facilities constructed, and plans made for greater expansion in the future.

Recreation leaders and nature specialists are being hired by park authorities, and the programs provided by these leaders, as well as the trailside museums and exhibits that have been set up, have brought to the people a greater understanding of the beauty and value of their parks and wilderness areas, and increased enjoyment in their use.

Space does not permit a detailed report of the improvements that have been made in all state parks since 1946, but the states mentioned here are among those which have provided increased park services or facilities in the postwar years.*

*More detailed information on developments in these and other states available from 1949 *Yearbook of Parks and Recreation Progress*, published by the National Conference on State Parks, Washington, D. C., from which a great part of this data was taken.

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The California Division of Beaches and Parks has been faced with a serious overutilization problem which has resulted in damage to many of the areas. A gradual change in the division's policy of fostering conducted athletic activities is now proposed, and nearly all phases of the recreation program that do not emphasize the natural attractions of the parks will be excluded. Naturalists will continue to conduct nature walks and campfire programs, which have proved extremely popular and which are believed to have assisted the ranger force in preserving the parks. A system of nature trails with trail-side exhibits is being developed, and a full-time staff is working on the production of mounted specimens and dioramas for a central nature lodge. Several other smaller museums are also being set up. About 110 miles of a proposed 3,000 mile hiking and riding trail system, extending in a loop from one end of the state to the other, have been completed.

In Iowa, sums appropriated for the implementation of the "Twenty-five-year Conservation Plan" are to be expended for major repairs, capital improvements and additional areas. Since the southern portion of Iowa has no natural lakes, a large part of the appropriation has been allocated for the development of artificial lakes, the ultimate aim being to have a body of water for recreation use within twenty-five miles of every home.

Michigan has made great progress in providing recreation opportunities in state parks. Archery ranges have been established; areas have been closed to hunting and set aside for the training of hunting dogs and conducting of field trials; canoe trips, with landings and campsites, have been mapped on a few streams; winter sports are being encouraged in appropriate locations; bridle, foot and nature trails are being improved and extended; areas have been opened for hunting and trapping on park land wherever possible. The fine camping program, conducted in cooperation with the Department of Public Instruction, is discussed in the section devoted to state education departments.

New York has succeeded admirably in establishing provisions for many kinds of recreation without damaging the natural characteristics of the areas used. Swimming, skiing, tobogganing, roller and ice skating, miniature and regulation golf, tennis, archery and softball, to mention but a few activities, may all be enjoyed in New York's extensive park system.

After a long period during which there was no expansion, Oklahoma embarked on a development program in 1947 under which one park is being provided with a lodge building, dining and dance halls and forty sleeping cabins. This project will be completed early in 1950. Ninety-eight buildings of various types have been constructed in seven areas, and a 3,000-acre tract of land has been acquired on which a new state park will be developed in the course of the next five years.

Extensive additions, totalling more than 7,300 acres, have been made to Oregon's state parks since 1946. The state now controls all but twenty-three miles of its 325 miles of coast line, and a recent report by the chief counsel of the highway commission recommended that "the shore be declared purely recreational, from which operation of motor vehicles would be prohibited." Plans for acquiring additional coastal areas are under way, and observation shelters overlooking the ocean have been constructed.

Day camps, conservation training schools and nature clubs are operated in the parks of South Carolina. Trailer-type cabins have been bought and full-scale cabins built to serve as family vacation units. The demand for organized camping facilities and family cabins is greater than can be met at the present time.

The Tennessee Division of State Parks employs a recreation planner who assists city and county officials in planning and developing local parks and recreation areas, and a program specialist who plans special events and recreation activities and promotes a better understanding of nature and outdoor activities.

Work on a project for providing group activity camps in the parks is under way in Texas. Construction has been started in one park and plans for five others are now in preparation. Another project, the removal of weeds and heavy vegetation from fishing lakes, was so successful in early experiments that it is being continued.

The program in Washington places a heavy emphasis on camping. Overnight camps, trailer camps and group camps for young people are now being operated, and additional facilities are being constantly added. Washington encourages the volunteer assistance of community groups in the development of poorly-equipped parks, and some of this work has been extremely successful.

Agricultural Extension Services

The Agricultural Extension Service, established by law in 1914, is jointly administered by the United States Department of Agriculture, the state agricultural colleges, county governments and farm organizations. Its objective is to im-

(*Continued on page* 124)

CHECK LIST OF STATE RECREATION SERVICES AND FACILITIES

In this table, the states providing the various facilities and services listed are indicated by an "X". If a state provides only limited service or facilities of a minor nature, this is indicated by an "L".

"F" indicates that the state employs one or more workers full time for recreation; "P," that one or more workers are employed on a part-time basis.

Camping facilities, unless otherwise specified, include all types of camping facilities—for organized and informal camping, including cabins and trailer and tent camps.

No.	TYPE OF FACILITY OR SERVICE	Alabama	Arizona	Arkansas	California	Colorado[1]	Connecticut	Delaware	Florida	Georgia[2]	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey[3]	New Mexico	New York[4]	No. Carolina	No. Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	So. Carolina	So. Dakota	Tennessee	Texas[5]	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming	No.
		NAME OF STATE																																																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25	27	23	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
	FOREST AGENCIES																																																	
1	Provide facilities for camping	L			X	X	X				X		X						X	X	X	X		L			X	X		X			X		X	X	X		X		X		X		X	X	X		1
2	Provide other recreation facilities	L		L	X	L	X	X	L	L	X	X	X						X	X	X	X		L				X		X			X		L	X	X		X	L	X		X		L	X	X		2
	PARK AGENCIES																																																	
3	Provide facilities for group camping	X		X					X	X	X	X	X	X		L	X	X	X	X	X	X	X	X		X		X	X		X	X	X	X	X		X	X	X		X	X		X	X	X	X	L		3
4	Provide other camping facilities	L	X	L	X		X		L	L	X	X	X	X	X	L	L	X	X	X	X	X	L	L	X	X	X	X	X	X	L	X	X	X	L	L	X	L	X	L	X		X	L	X	L	X	X	4
5	Provide other recreation facilities	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	5
6	Employ nature leaders				F				F			P	P											F																F										6
7	Employ other recreation leaders				F				F												F	P		F															F										7
8	Provide park planning service to localities						L		L								L			L																	L						X						8
	CONSERVATION AND RELATED AGENCIES																																																
9	Provide areas used for hunting[3]	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	9
10	Provide areas used for fishing[3]	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	10
11	Provide facilities for camping		X		X	X					X	X	X		X	L						X				X			X	X				X					X				X			X		11
12	Provide facilities for picnicking		X		X	X						X	X		X			X				X				X		X		X	X				X					X				X				12
13	Provide other recreation facilities						X					X	X									X				X					X																		13
14	Employ leadership for recreation activities												FP													P																			P		P				14
	AGRICULTURAL COLLEGES AND EXTENSION SERVICE																																																
15	Employ recreation leaders			F		F	P	P		F		FP	F	P	F	P	F	P	P	FP		P		P	P			P	P		P			P		F	P	P			P	F	P			P	F	P		15
	Own and/or operate state camps for																																																
16	4-H Clubs	X		X	X	X		X	X	X		X			X	X	X		X		X	X	X	X				X	X	X		X		X			X	X	X		X				X			16
17	Women's Groups	X		X		X			X	X		X			X	X	X				X		X	X					X			X				X				X				X			17
18	Others				X	X		X				X			X				X										X	X	X																		18
19	Conduct short courses for training recreation leaders	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X	X		X	X	X	X	X	19
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	23	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
	OTHER STATE COLLEGES AND UNIVERSITIES																																																	
20	Provide recreation consultant service to communities	L				X			L		X	X	X	X	X					X	L	X		X	X	X	L	X				X	L	X	X					L		X		L	X	L		X	20
21	Provide specialized training programs for employed recreation leaders	X			X	X			X				X								X		X	X				X				X		X	X		X				L		X			X				X	21
	EDUCATION DEPARTMENT																																																	
22	Provides recreation consultant service to communities				X			L	L[4]			L						X	L		L	X			X					L	X					L	L[4]					X		X	X[4]				22
	Has responsibility for approving plans for																																																	
23	School sites	X		X	X		X	X	X	X			X		X	X	X		X	X	X		X	X						X	X		X	X		X	X	X				X		X				23
24	School buildings	X		X	X		X	X	X	X			X		X	X	X	X	X	X	X	X	X	X				X		X	X		X	X		X	X	X				X		X				24
25	Conducts training courses for leaders	X			X														X						X										X	X							X	X					25
	HIGHWAY DEPARTMENT																																																	
26	Provides roadside parks		X			L	X		X		L	X	X	X	X	X	X	X	X	X	X	X	X			L	L		X	X			X		X	X	X					X		X	X	L	X		26
27	Provides other recreation areas or facilities	L		L				X	X	L						L	L	X	X		L	X		L							L		X			X		L		L			X		L	X		27
	INTERAGENCY RECREATION COMMITTEE																																																	
28	State has some form of interagency cooperative committee				X				X			X	X				X	X			X	X	X	X						X			X	X	X	X[8]				X				X				28
	LIBRARY AGENCIES																																																	
29	Provide traveling libraries	X		X	X	X	X			X	X	X		X	X	L	L	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	L	X	X	29
30	Provide other recreation extension services				X							X	X					X	X			X			X			X	X	X	X		X			X		X					X				X		30
	PLANNING DEPARTMENT																																																	
31	Provides recreation consultation service to localities	L		L													L					X		F												F										X			31
	Gives major consideration to recreation problems																																																	
32	State-wide	X							X				X						X	X				X				X	X																		X			32
33	In localities	X		X													X		X					X				X													L						X			33
	RECREATION COMMISSION																																																	
34	Recreation commission has been appointed				X																											X											X		X[9]			34
35	Employs recreation workers				F																											F											F		F			35
36	Provides consultation service to localities				X																											F											X		X			36
37	Provides leadership training programs				X																											X											X					37
38	Conducts local surveys				X																											L											X		X			38
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	

[1] In Colorado, a group worker in recreation is employed full time in the Division of Child Welfare, State Department of Public Welfare.

[2] The Georgia Citizens' Council, a state agency, provides leadership training programs and consultant service in recreation to localities and employs a full-time recreation consultant.

[3] In most states, hunting and fishing are permitted in state forests and fishing in state parks.

[4] The State Education Department also appropriates funds for the employment of recreation personnel in localities.

[5] A Division of Recreation in the Department of Conservation and Economic Development, with a director and recreation council, was authorized in April, 1950.

[6] The New York State Youth Commission employs two full-time recreation consultants and allocates state funds to localities for recreation projects.

[7] The Texas Youth Development Commission in 1950 employed a Director of Community Service who is giving a substantial part of his time to recreation.

[8] A temporary State Recreation Committee was appointed by the governor in April, 1950 to make a survey of the state's recreation needs and to submit a report in 1951.

[9] This is a Park and Recreation Commission, one function of which is administration of the state park system.

Art Keil, West Palm Beach News Service

Some universities sponsor recreation courses by specialists. Above, Univ. of Florida training institute.

(*Continued from page* 121)

prove the economic, social and cultural life of the rural population; and steadily increasing emphasis is being placed on recreation as an important factor in attaining this goal. During 1949, forty-two states gave recreation service through AES, and fourteen had at least one full-time worker. Since the need is so great, and the number of trained recreation leaders so small, most of these workers devoted their time to organizing and conducting leadership training institutes. Working with leaders of 4-H clubs, home demonstration units, farm women's groups and other rural organizations, they are gradually building a trained staff of recreation leaders who will bring increased enjoyment of music, drama, crafts, dancing, social recreation and many other activities to farm homes and communities.

A great deal of extension service work is done through the 4-H clubs, which sponsor summer camps, recreation institutes, activity programs and tours, in addition to carrying on their farm training and homemaking programs. A rural arts and recreation program, sponsored by the 4-H clubs in cooperation with the United States Rubber Company for the purpose of developing recreation opportunities and stimulating an appreciation of rural arts, has aroused a great deal of interest. In 1948, there were 1,829,250 members—an all-time record—enrolled in 81,000 4-H clubs.

Farm women's organizations have for many years sponsored group camps, affording their members enjoyable and educational camping experiences.

The states specifically mentioned in this brief summary are typical of many others that are giving recreation service to rural areas through AES.

In Arkansas, where a full-time community activity specialist was employed for the first time in 1949, real progress has been made in establishing continuing activities, with local people assuming responsibility for carrying out plans made under the guidance of the specialist.

Home demonstration clubs in Colorado have sponsored community nights and bookmobiles. One club has made boxes in which books can be carried in private cars to areas beyond the range of regular library service. These home demonstration units have shown a growing interest in music and crafts, particularly leathercraft. In many instances, the members themselves tan the leather with which they work. Colorado's full-time recreation specialist has been on leave for graduate study during most of the past year and, on his return, early in 1950, he plans to initiate a series of training institutes more comprehensive in scope than anything previously attempted in the state.

The annual report of Georgia's recreation specialist stated that during 1949, 31,161 residents had improved their home recreation; 1,442 communities were assisted in recreation (some of this work was done through county agents); and 282 club and community houses were created. Local talent contests, featuring almost every imaginable type of talent, have been sponsored by AES.

A full-time recreation specialist in Kansas has been appointed only recently, and work in this state is still in the planning stage. There has been little recreation in the 4-H program and the present plan is to introduce it in county-wide meetings as a preliminary to starting leadership training institutes. A party book and other resource material will be issued.

Louisiana's assistant rural sociologist devotes much of her time to recreation service, her program consisting largely of square dancing, stunts, party games and social activities. Training courses sponsored by her are usually of a demonstrational nature.

The full-time recreation specialists in Massachusetts hold leaders' training institutes for adults and youth, give advisory service to communities in planning and organizing local services, and provide holiday bulletins, lending libraries and loan kits. They also assist with camping programs and promote home recreation.

In New Mexico, the rural drama program is attracting increasing participation. Ten counties produced one-act plays at the 4-H summer camp in 1949, and district play contests are planned for 1950. Handcrafts are also popular — almost every county in the state had a handcrafts school

last spring. New Mexico has a large Spanish-speaking population and 4-H leaders are giving recreation services to this group. A state-wide social recreation program is sponsored by the women of the Farm Bureau. To promote group and community singing, a new songbook, containing fifty-four numbers, has been published and distributed to all 4-H club members.

Special training for summer camp leaders was given to approximately 1,800 4-H club members in Oregon last year. Leadership training institutes were conducted in five counties, and many single meetings, with emphasis on games and song leadership, were held. Special meetings for home economics unit leaders concentrated on party planning, family and unit recreation, textile painting and gift wrapping.

The annual program staged by AES at the Pennsylvania State Fair includes bands, dramatics, singing, sports, drills, folk dancing and games. A great deal of attention is given to older rural youth clubs, and specialists are engaged to give institute training in crafts, nature, social recreation and other activities.

Training meetings held in Texas stressed social recreation, folk dancing and mixers. Creative dramatics are arousing increasing interest. Considerable resource material has been published, including a fifty-four page booklet entitled "Play Through the Day," a twenty-nine page booklet, "Let's Have Fun," and shorter bulletins on a variety of recreation topics. Two hundred fifty summer camps were held throughout the state last year.

At the Washington State Fair in 1950, a recreation leadership contest will be arranged, with different county groups organizing and directing three evenings of mixers. This is an outgrowth of the program staged in one county last fall which was so successful that other counties asked for a similar opportunity. At the annual 4-H camp, each camper was required to take two recreation courses daily for four days. The home demonstration agents' refresher course devoted an entire afternoon to handcrafts.

State Library Services

Since reading is probably the most popular leisure-time activity in the United States, many city-dwellers with excellent libraries within easy reach may find almost incredible the idea that books are an unattainable luxury to some of our citizens in many rural areas. In such sections, the work of the state libraries is of inestimable value, for they are steadily expanding such services as providing loan collections to schools and community groups, sending out bookmobiles, making trained librarians available to give lectures and stimulate interest in setting up local libraries, and circulating film, record and art reproduction collections. Many state libraries sponsor programs designed to promote reading for pleasure and the acquisition of knowledge among children and adults, furnish facilities for technical study and offer research services.

American Library Association Bulletin

Illinois State Library uses fleet of bookmobiles in extension service program.

It is a far cry from the first book wagon sent out in 1907 by the Washington County Free Library in Hagerstown, Maryland, to the great trucks and trailers, carrying thousands of volumes, that travel the country roads today. Staffed by trained librarians, who are anxious to guide both children and adults to a knowledge of the best in literature, these bookmobiles are one of the most valuable services offered by the state libraries. Each one has a definite schedule of stops, usually at a central location in the community, and its patrons wait eagerly for its weekly, biweekly or monthly visits.

In addition to dispatching bookmobiles, the Library Extension Service in Georgia sponsors vacation reading clubs for school children, which any child who has completed the second grade is eligible to join. State certificates are awarded to any member reading ten approved books, and gold star certificates are offered to those who read twenty-five approved books. The extension service also circulates films and recordings to schools

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American Library Association Bulletin

First book wagon library service, 1907, Washington Co. Free Library, Hagerstown, Md.

equipped to use them. The Federated Home Demonstration Clubs of Georgia have donated a bookmobile to the department to be used as an exhibit. It will travel through counties not having such a unit to encourage the establishment of additional bookmobiles in the state.

The State Library in Maine ships collections of books in twenty-five or fifty-volume sets to communities or organized groups. These may be kept for a six-month period and the only charge is for transportation.

In Michigan, radio broadcasts by "The Bookmobile Lady" tie in with the particular selection of children's books being distributed by the bookmobile at the time the broadcast is given.

In 1947, the Missouri State Legislature appropriated $50,000 for bookmobile service to areas without public libraries. The service is administered by the Missouri State Library. Librarians traveling with these units are prepared to give book reviews and talks, plan and participate in club programs, show films, conduct recorded music hours, tell stories to children, and give assistance with recreational and educational programs in the communities they visit.

Oregon's State Library Board promotes the establishment of county or regional libraries in thinly populated areas. The traveling library has 376 stations, and 100-volume sets of books are sent to many group camps during the summer months. The state archivist is promoting the writing of histories of communities in the state, to be entitled "Your Home Town," for the state records and distribution to interested persons.

The State Library Commission in South Dakota holds district meetings as training schools for leaders of extension reading clubs. The librarian spends fifty per cent of her time in the field, where she works to improve the operation of small local libraries and create interest among women's groups for more support of such facilities. She makes five lists annually of books that are recommended for various groups, such as women's clubs and home extension members.

Enabling legislation in Virginia allows counties to cooperate in providing regional library service. A regulatory law sets standards for local libraries and librarians.

In addition, some states are providing special services, such as the "talking books" available in New York through the Library for the Blind.

State Recreation Commissions

The state board or commission is a comparative newcomer to the recreation field, all those now in existence having been created since the beginning of 1945. Three states — California, North Carolina and Vermont — now have such commissions, all of which had their inception in a growing recognition of the importance of recreation and a desire to have the state provide recreation service to communities.

All three commissions are non-operating agencies, their functions being to provide advisory service to communities, sponsor training institutes, organize state conferences, and make surveys of programs and facilities where requested. Their members are appointed by the governors of the respective states, and they serve without compensation. A fourth state, Washington, has a State Parks and Recreation Commission, which differs from the others in that it is the state park authority. Its services to communities are much the same as those of the other state commissions except that it places considerably more emphasis on camping.

California — The California State Recreation Commission was created July 8, 1947, and consists of seven members. It employs a director, assistant director and four recreation specialists, each of whom serves a specific geographical area. The estimated budget for the fiscal year 1949-50 is $87,143. In addition to its other services, the commission has made a personnel study covering job analysis, curriculum standards, in-service training and employment practices, the results of which were published in a comprehensive volume entitled "Standards for Professional Recreation Personnel". A state-wide survey of community recreation has been made, and a compilation of laws relating to recreation has been published.

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The commission's first publication, a manual covering the organization and operation of leadership training institutes, was the outcome of a training project carried on under the auspices of the Committee for the Study of Recreation in California, prior to the creation of the commission. Service was rendered by the commission to 660 governmental agencies, organizations and individuals in the fiscal year 1948-49.

North Carolina—First of the state commissions to make its appearance, the North Carolina Recreation Commission was created March 19, 1945. It is composed of seven appointed and four ex officio members, the latter being the Governor, the Superintendent of Public Instruction, the Commissioner of Public Welfare, and the Director of the Department of Conservation and Development. One of the seven appointed members must be a woman and one must be a Negro. The commission employs a director, an assistant director and a field representative.

A report of the work of the commission to mid-1946 appeared in the *State Recreation Issue* of RECREATION magazine. Since then, in addition to continuing and expanding the services reported, the commission has conducted inventories on camping, youth-serving agencies and various phases of commercial recreation. A state-wide community recreation survey, made in 1948, covered administration, finance, areas and facilities, programs and personnel.

Vermont — Although the State Recreation Board did not come into existence until April 1, 1947, Vermont was the first state to employ a full-time recreation director, this position having been created in 1943. Three members make up the board, and two staff workers, the director and an office assistant are employed. The budget for the present biennium is $11,000 annually. In 1949, the Vermont Director of Recreation assisted communities with recreation surveys, appraisals and inventories, organization and planning of programs and facilities, budgets and personnel problems; recruited, interviewed and referred workers to communities; conducted training institutes, workshops and clinics; held quarterly meetings with full-time, year-round executives; and conducted the seventh annual Governor's Conference on Recreation. Four United Nations Secretariat recreation week-ends were arranged in cooperation with communities, and official visitors from Germany were assisted in the study of recreation in Vermont.

Washington—The State Parks and Recreation Commission, successor to the State Parks Committee, was established June 11, 1947. In addition to operating the state parks, the commission employs a recreation specialist and a camping specialist. The hiring of a recreation director, which was originally planned, has been indefinitely postponed. The amount allotted to recreation for the present biennium is $79,000.

Youth Commissions and Youth-Serving Agencies

The youth commissions, councils and various youth-serving agencies set up on the state level approach the problem of recreation for youth in a variety of ways. Some states have devoted almost all of their efforts to operating camps and training schools for boys and girls who have been brought before the courts on delinquency charges, studying delinquency conditions and aiding communities in preventive work. Others, such as Minnesota and New York, have given active assistance to communities in establishing youth recreation programs, in the belief that juvenile delinquency automatically decreases when worthwhile leisure-time activities are provided.

In Minnesota, the Governor's Advisory Committee on Recreation has published a report, "Recreational Resources of the People of Minnesota," which contains numerous recommendations for improving recreation opportunities in that state. Pending enactment of the legislation necessary to put these recommendations into effect, the Youth Conservation Commission has been requested to carry on some of the recommended activities, including the establishment of experimental county-wide recreation programs in two or three counties. The commission plans to hire a recreation consultant who will continue and expand the present work of assisting communities in developing their own youth commissions, councils and recreation programs.

The New York State Youth Commission provides state aid for approved youth bureaus and recreational and educational projects up to fifty per cent of the sum expended by the sponsoring municipality, within certain specified limitations. As of September 1, 1949, the commission had assisted forty-three per cent (691) of the 1,600 cities, counties, villages and towns in the state in providing recreation programs. Approximately 2,700 persons are annually employed for recreation leadership by communities with state aid from the commission. Nearly every community with a population of 5,000 or over had an organized recreation program in 1949, and the commission is assisting an increasing number of com-

State Game and Fish Commission, Jackson, Mississippi

State conservation agencies stock lakes and ponds with fish; promote conservation practices, game laws.

munities to develop year-round programs. In cooperation with the New York State Public Recreation Society, the commission has sponsored area training institutes in which nearly 4,000 recreation leaders have received training since the spring of 1947.

The State Youth Development Council in Texas cooperates with other agencies to provide constructive programs for youth. It assists local authorities, on request, in surveying needs and developing, strengthening and coordinating programs. A recently employed recreation consultant is now studying methods used in other states to determine the most efficient means of financing and developing recreation programs.

In several states, youth work is under the Department of Public Welfare. In Colorado, a group worker in recreation, employed by this department, conducts leadership training institutes and promotes recreation conferences. Much of her work is with PTA groups that have indicated their willingness to assume leadership in initiating recreation programs.

Education Departments

State departments of education are rendering several different types of service to communities in connection with their recreation programs. In California and New York, full-time workers give community recreation consultation service. The California consultant conducts "Self-Study Plan Surveys," in which he evaluates local programs on the basis of data collected by community groups. Several other states occasionally give advice and assistance on community recreation problems through their departments of health, physical education and recreation.

Financial aid to community recreation programs is given through the state education departments in Florida, Pennsylvania and Washington. In Pennsylvania, approximately 600 school districts conduct such programs with about eighty per cent of the money supplied from state tax funds.

Extensive training programs for recreation leaders are conducted through state education agencies in Alabama, Maryland, Virginia and Washington. In addition to sponsoring training institutes and conferences, Virginia makes about half time of a staff worker available to communities for recreation service, giving assistance with local problems and suggesting other sources of aid. Washington's Department of Education has received $6,000 from the Kellogg Foundation for in-service training for teachers working on summer recreation programs. Some type of camping —day, overnight, week-end, or hikes—was carried on in sixty-nine school districts in the state in 1949. The department also renders extensive consultant service to communities.

Michigan's school camping program is recognized as outstanding, and has been widely studied by authorities from other states. Some schools own and control their own camps, but the majority of the day, week-end, summer and overnight camps conducted are on state park property, and the cooperation between the two state departments is exemplary.

Game and Fish Agencies

The programs sponsored by the state game and fish agencies indicate that they consider the education of the public an important part of their work. In addition to acquiring and developing new areas for hunting and fishing and conserving the resources of existing areas, these agencies are attempting to train hunters and fishermen to enjoy their sport without damaging the land or unduly depleting the available supply of fish and game. At least two states, Indiana and Vermont, employ workers who give recreation leadership in connection with hunting and fishing programs.

In Florida, the "Fishathons" for young people, sponsored by the State Game and Fresh Water Fish Commission in various communities, have brought out thousands of young anglers. The commission conducts a conservation-education program and promotes bait casting, archery, field trials and other forms of outdoor recreation.

The Nebraska Game, Forestation and Parks Commission assists in developing farm ponds for fishing, and cooperates with land owners and sportmen's groups in fencing off waste plots of

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land and planting them with trees and shrubs as a means of distributing good hunting throughout the state.

The Game and Fish Commission of Oklahoma has improved and developed large game refuges, conducted projects in quail rehabilitation and antelope habitat improvement, and initiated an extensive fish-planting program.

The Washington Department of Game has set up juvenile fishing areas, open only to fishermen under sixteen years of age, on thirty-four lakes and streams, and has developed public access areas for fishing on fifty-five lakes. It conducts a long-range program for improving hunting and fishing, including big-game range purchase and development and the operating of fish hatcheries and game farms. The department now owns or controls 77,000 acres for the propagation of wildlife.

State Planning Agencies

State planning agencies are giving increasing attention to the requests of local communities for assistance in planning and developing recreation areas, facilities and programs. The Alabama State Planning Board aids communities in recreation area planning and issues mimeographed bulletins on special structures as a guide to local planners. Frequently, board technicians actually design local recreation areas, and the board cooperates, on request, in formulating supervisory, administrative and operational procedures. It has issued a comprehensive survey of recreation in Alabama with specific recommendations.

The Division of Resources and Development in Missouri has been primarily concerned with the development of state recreation areas and publicity for the purpose of encouraging tourists to visit the state, but much recreation service has been given to communities. The division employs three recreation assistants: one to handle community recreation problems; one to deal with community and state-wide planning; and the third to be responsible for tourist recreation.

In Pennsylvania, the State Planning Board has held district recreation meetings in cooperation with the Public Service Institute of the Department of Public Instruction. For the purpose of these meetings, the state has been so divided that no delegate has had to travel more than sixty miles to attend, and attendance has averaged fifty at each meeting. The board conducts a continuous survey of community recreation programs through questionnaires sent to local agencies, and a full-time consultant is in charge of the recreation service activities.

Such services are typical of those being offered by other state planning agencies. Because of the great demand from communities, many of these agencies are planning to expand their consultation service as soon as possible.

State Forests*

	No. Units	*Acreage*
Alabama	101	17,041
California	8	70,500
Colorado	1	70,980
Connecticut	25	109,828
Delaware	5	4,200
Florida	3	24,971
Georgia	2	2,000
Illinois	3	10,278
Indiana	14	68,512
Iowa	10	13,452
Kansas	1	4,000
Kentucky	1	3,624
Louisiana	2	8,800
Maine	1	21,000
Maryland	8	76,697
Massachusetts	70	170,000
Michigan	22	3,750,000
Minnesota	32	2,011,270
Mississippi	1	1,760
Missouri	7	121,000
Montana	7	235,876
New Hampshire	99	20,219
New Jersey	9	56,628
New York	337	501,195
Ohio	14	82,381
Oregon	25	523,000
Pennsylvania	23	1,675,211
Rhode Island	3	3,407
South Carolina	4	17,744
South Dakota	4	84,000
Tennessee	9	71,272
Texas	5	6,510
Vermont	24	68,936
Virginia	6	7,010
Washington	2	290,000
West Virginia	7	61,800
Wisconsin	8	269,556
Total	903	10,514,658

*Compiled by the Division of State and Private Forestry, United States Forest Service, Washington, D. C.

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STATE PARKS—1949

The statistical data in this table were obtained from the 1949 forms, *Annual Records on State Park Lands and Related Areas* and are reproduced through the courtesy of the National Park Service. The full tabulation of the state park data, to be entitled—*State Parks—1949*—will be issued soon by the National Park Service.

No.	State and Administrative Agency	Expenditures			Revenue from Operations	Attendance			Personnel Employees		Acreage Acquired This Year			Total Number of		No.
		Operation and Maintenance	Capital	Total		Day Visitors	Overnight Use	Total	Year Round	Seasonal	Purchase	Other[1]	Total	Parks	Acres	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	TOTALS	$19,026,113	$13,839,213	$32,865,326	$6,023,938	101,648,238	6,604,615	108,446,852	4,138	6,195	44,090	25,320	69,410	1,590	4,688,972	
	Alabama															
1	Department of Conservation Division of State Parks, Monuments and Historical Sites	$152,730	$37,960	$190,690	$61,623	725,352	113,760	839,112	50	17	.....	2,200	2,200	17	32,899	1
2	Alabama Museum of Natural History	48,120	.....	48,120	2,400	13,988	.....	13,988	19	.....	.....	.....	.....	1	298	2
	Arkansas															
3	Arkansas Resources and Development Commission Division of Forestry and Parks	118,148	.....	118,148	91,500	512,900	50,000	562,900	12	27	.....	.....	.....	8	16,779	3
	California															
4	Department of Natural Resources Division of Beaches and Parks	1,703,322	4,960,130	6,663,452	217,961	5,046,486	701,000	5,747,486	389	55	1,547	120	1,667[2]	91	526,939	4
5	California State Division of Forestry Mendocino Woodlands	1,800	.....	1,800	.....	.....	55,245	55,245	4	.....	.....	.....	.....	1	5,426	5
	Connecticut															
6	State Park and Forest Commission Park Department	442,270	39,436	481,706	189,157	2,800,000	280,790	3,080,790	86	301	87	.....	87	51	16,832	6
	Florida															
7	Florida Board of Parks and Historic Memorials Florida Park Service	266,287	90,834	357,121	52,425	292,402	19,980	312,382	46	24	1,992	27	2,019	31	56,767	7
8	Stephen Foster Memorial Commission	23,362	101,312	124,674	.....	42,500	100	42,600	6	3	.....	.....	.....	1	244	8
	Georgia															
9	State Division of Conservation[3] Department of State Parks	210,511	1,354,421	1,564,932	65,728	NR	NR	NR	101	128	11,000	15	11,015	22	34,761	9
	Idaho															
10	State Land Department[4]	7,281	1,816	9,097	2,454	25,000	13,500	38,500	2	6	.....	.....	.....	1	7,905	10
	Illinois															
11	Department of Public Works and Buildings Division of Parks and Memorials	840,157	306,399	1,146,556	94,290	8,410,000	90,000	8,500,000	122	219	290	.....	290	60	24,980	11
	Indiana															
12	Indiana Department of Conservation Division of State Parks, Lands and Waters	636,213	294,690	930,903	732,113	1,482,089	378,008	1,860,097	159	210	500	1,514	2,014	29	43,972	12

	Iowa														
13	State Conservation Commission Division of Lands and Waters	503,537	429,259	932,796	63,593	3,638,387	48,900	3,687,287	97	123	1,054	.....	1,054	77	25,643
	Kansas														
14	Forestry, Fish and Game Commission	35,438	75,939	111,377	.....	NR	NR	.....	10	0	.....	.....	.....	21	13,572
	Kentucky														
15	Department of Conservation—Division of Parks	524,680	33,450	558,130	352,652	884,119	27,235	911,354	86	46	1,322	.....	1,322	22	11,558
	Louisiana														
16	State Parks Commission	179,448	25,552	205,000	74,513	693,420	11,004	704,424	72	18	308	.....	308	9	11,383
	Maine														
17	State Parks Commission	68,637	51,528	120,165	28,312	172,604	53,778	226,382	14	15	.....	.....	.....	18	17,642
18	Baxter State Park Authority	7,441	100	7,541	1,740	12,000	14,013	26,013	1	3	.....	14,268	14,268	1	141,712
	Maryland														
19	Board of Natural Resources[3] Department of Forests and Parks	43,393	3,953	47,346	4,769	401,819	9,141	410,960	21	17	101	.....	101	7	4,142
20	Maryland Tercentenary Commission	1,050	.....	1,050	.....	1,500	.....	1,500	1	.....	.....	.....	.....	1	1
	Massachusetts														
21	Department of Conservation Division of Parks and Recreation	235,258	3,531	238,789	78,512	4,143,850	119,830	4,263,680	66	142	.....	2,966	2,966	12	7,664
22	Hampshire County Commission Deer Hill State Reservation	350	.....	350	.....	300	50	350	.....	1	.....	.....	.....	1	259
23	Middlesex County Commission Walden Pond State Reservation	51,008	85,550	136,558	979	120,000	.....	120,000	1	81	.....	.....	.....	1	150
24	Mount Everett State Reservation Commission	2,455	.....	2,455	.....	NR	.....	.....	.....	1	.....	.....	.....	1	1,089
25	Mount Greylock State Reservation Commission	26,180	.....	26,180	.....	80,000	902	80,902	5	5	.....	.....	.....	1	8,660
26	Mount Sugarloaf State Reservation Commission	1,724	1,453	3,177	.....	NR	.....	.....	1	0	.....	.....	.....	1	89
27	Purgatory Chasm State Reservation Commission	7,688	.....	7,688	.....	25,000	.....	25,000	3	2	.....	.....	.....	1	110
28	Wachusett Mountain State Reservation Commission	21,912	.....	21,912	3,674	NR	NR	.....	4	2	.....	.....	.....	1	1,560
	Michigan														
29	Department of Conservation Parks and Recreation Division	921,058	595,432	1,516,490	143,239	12,203,464	903,618	13,107,082	166	205	1,713	457	2,170[5]	68	141,431
30	Mackinac Island State Park Commission[3]	37,000	26,000	63,000	5,561	186,000	90,000	276,000	5	19	.....	.....	.....	2	2,207
	Minnesota														
31	Department of Conservation Division of State Parks	321,496	34,455	355,951	190,241	1,986,000	79,524	2,065,524	53	156	268	207	475	48	83,573
	Mississippi														
32	Mississippi Board of Park Supervisors	50,990	160,537	211,527	42,632	554,974	64,750	619,724	14	27	19	.....	19	13	11,838
	Missouri														
33	State Park Board	280,000	170,000	450,000	22,025	1,020,000	170,000	1,190,000	45	181	180	.....	180	23	57,457
	Montana														
34	Montana State Park Commission	40,504	.....	40,504	26,064	21,422	.....	21,422	3	16	.....	32	32	4	2,824
	Nebraska														
35	Game, Forestation and Parks Commission	171,581	38,414	209,995	17,093	218,321	6,092	224,413	80	22	57	.....	57	39	9,120
	New Hampshire														
36	Forestry and Recreation Commission Recreation Division	450,406	111,368	561,774	397,737	1,348,102	52,302	1,400,404	47	308	225	554	779	46	39,966

(Continued on pages 132-133)

(Continued from pages 130-131)

No.	State and Administrative Agency	Expenditures			Revenue from Operations	Attendance			Personnel Employees		Acreage Acquired This Year			Total Number of		No.
		Operation and Maintenance	Capital	Total		Day Visitors	Overnight Use	Total	Year Round	Seasonal	Purchase	Other[1]	Total	Parks	Acres	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	New Jersey															
37	Department of Conservation and Economic Development															37
	Division of Planning and Development															
	Forestry, Parks and Historic Sites Section	247,208	62,271	309,479	69,211	1,371,520	24,906	1,396,426	78	55	.....	29	29	37	16,212	
38	Palisades Interstate Park Commission	220,912	165,267	386,179	53,236	1,342,000	.....	1,342,000	77	74	.....	.....	.....	1	1,777	38
	New Mexico															
39	Museum of New Mexico[2]	5,035	.....	5,035	.....	129,241	.....	129,241	3	5	.....	.....	.....	9	508	39
	New York															
40	Conservation Department															40
	Division of Parks															
	Allegany State Park Commission	192,719	129,561	322,280	92,830	512,330	137,670	650,000	33	181	.....	1,016	1,016	3	58,853	
41	Central New York State Parks Commission	243,467	170,096	413,563	130,152	962,233	56,000	1,018,233	39	204	100	.....	100	8	5,110	41
42	Finger Lakes State Parks Commission	282,734	197,740	480,474	87,230	1,144,700	49,000	1,193,700	37	305	49	.....	49	9	5,219	42
43	Genesee State Park Commission	152,720	130,280	283,000	29,130	228,800	12,400	241,200	34	65	593	.....	593	3	9,957	43
44	Long Island State Park Commission	2,355,983	945,278	3,301,261	745,188	8,904,587	311,413	9,216,000	450	1,250	191	1	192	27	22,345	44
45	Niagara Frontier State Park Commission	274,665	186,281	460,946	149,882	4,698,275	.....	4,698,275	82	140	.....	.....	.....	9	2,892	45
46	Palisades Interstate Park Commission	1,155,479	646,272	1,801,751	364,000	2,852,020	427,220	3,279,240	259	152	122	370	492	13	46,557	46
47	Taconic State Park Commission	408,133	133,406	541,539	192,316	NR	NR	193,999	96	42	376	.....	376	12	15,842	47
48	Thousand Islands State Park Commission	68,860	15,342	84,202	16,443	154,900	29,200	184,100	21	14	11	12	23	12	540	48
49	Division of Lands and Forests	237,429	177,125	414,554	3,008	1,320,821	529,382	1,850,203	23	253	251	.....	251	6	2,411,633	49
50	State Education Department															50
	Division of Archives and History	113,212	7,650	120,862	.....	204,897	.....	204,897	21	27	.....	7	7	28	490	
	North Carolina															
51	Department of Conservation and Development[3]															51
	Division of State Parks	119,792	.....	119,792	32,388	661,000	42,079	703,079	30	37	.....	834	834	13	36,148	
	North Dakota															
52	State Historical Society of North Dakota	26,659	6,312	32,971	10,362	210,000	24,300	234,300	9	12	33	.....	33	46	3,845	52
	Ohio															
53	Department of Natural Resources															53
	Division of Parks	60,061	542,057	602,118	54,064	1,975,000	131,800	2,106,800	82	43	3,305	.....	3,305	30	62,826	
54	Ohio State Archaeological and Historical Society															54
	Division of State Memorials	144,161	59,640	203,801	12,935	1,811,253	649	1,811,902	40	20	.....	.....	.....	52	3,704	
55	Akron Metropolitan Park District															55
	Virginia Kendall State Park	44,338	.....	44,338	13,402	160,490	.....	160,490	21	57	.....	.....	.....	1	1,575	
	Oklahoma															
56	Oklahoma Planning and Resources Board															56
	Division of Recreation and State Parks	203,730	100,000	303,730	123,130	1,275,000	173,500	1,448,500	52	14	.....	.....	.....	12	46,911	
57	Will Rogers Memorial Commission[2]	15,760	.....	15,760	.....	385,000	.....	385,000	5	4	.....	.....	.....	1	27	57
	Oregon															
58	Oregon State Highway Commission															58
	State Parks Department	305,291	251,106	556,397	16,440	2,840,750	16,199	2,856,949	79	76	664	260	924	161	60,000	
	Pennsylvania															
59	Department of Forests and Waters															59
	Bureau of Parks	736,664	210,771	947,435	50,872	4,032,533	262,522	4,295,055	150	160	9,580	.....	9,580	47	73,965	
60	Bureau of Forests															60
	Promised Land State Forest Park	9,401	8,505	17,906	12,161	35,000	41,000	76,000	5	5	.....	.....	.....	1	2,328	

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61	Bureau of Waters Pymatuning Reservoir	30,104	8,550	38,654	12,516	570,000	10,000	580,000	19	12				1	18,000	61
62	Bushy Run Battlefield Commission	12,398		12,398		161,175	150	161,325	3	2				1	132	62
63	Fort Washington Park Commission[2]	1,100		1,100		NR		NR	1					1	354	63
64	State Park and Harbor Commission of Erie Pennsylvania State Park	52,198		52,198	4,918	2,215,868		2,215,868	12	26				1	3,200	64
65	Valley Forge Park Commission	83,308		83,308		594,141		594,141	36					1	2,033	65
66	Washington Crossing Park Commission	84,230	11,843	96,073	2,914	769,640		769,640	19	15				1	480	66
67	Pennsylvania Historical and Museum Commission	694,890	49,354	744,244	6,226	296,202		296,202	55					12	479	67
	Rhode Island															
68	Department of Agriculture and Conservation Division of Forests and Parks	204,824	50,246	255,070	51,881	NR	NR		44	99				46	16,790	68
	South Carolina															
69	South Carolina State Commission of Forestry Division of State Parks	271,048	122,640	393,688	58,528	1,328,546	55,233	1,383,779	75	78	7,088		7,088	19	44,756	69
	South Dakota															
70	South Dakota Department of Game, Fish and Parks	154,653		154,653	93,058	621,000	52,000	673,000	41	34	20		20	29	71,532	70
	Tennessee															
71	Department of Conservation Division of State Parks	283,202		283,202	144,765	609,878	79,583	689,461	64	0				15	72,209	71
	Texas															
72	Texas State Parks Board	194,523	32,318	226,841	90,630	3,038,221	86,792	3,125,013	64[6]	30[7]		424	424	45	58,765	72
	Vermont															
73	State Board of Forests and Forest Parks													21	6,872	73
	Virginia															
74	Department of Conservation and Development Division of Parks	152,346	106,388	258,734	106,334	831,406	71,588	902,994	38	79	54		54	12	26,105	74
75	College of William and Mary[3] Matoaka State Park	10,125	8,000	18,125	100	50,000		50,000	8					1	1,800	75
	Washington															
76	State Parks and Recreation Commission[3]	186,723	125,391	312,114	24,613	2,750,000	19,100	2,769,100	48	32				66	57,966	76
	West Virginia															
77	Conservation Commission Division of State Parks	242,885	41,068	283,953	141,772	1,001,931	49,104	1,051,035	29	132	830	7	837	16	35,866	77
	Wisconsin															
78	Wisconsin Conservation Department Forests and Parks Division	273,152	85,534	358,686	60,159	2,512,365	558,303	3,070,668	57	75	160		160	26	17,555	78
	Wyoming															
79	Historical Landmark Commission of Wyoming	900	15,000	15,900		23,516		23,516	1					2	42	79
80	State Board of Charities and Reform	35,656	4,402	40,058	4,157	NR	NR		7	6				2	1,320	80

NR—No Report.

[1] Includes gift, transfer, exchange, lease and correction in acreage figures.

[2] In addition, 18,500 front feet of beach was acquired by purchase and gift.

[3] Figures for this agency are from *State Parks—1948* since a report for 1949 had not yet been received.

[4] State parks were placed under jurisdiction of State Land Department on July 1, 1949. Figures reported are for six months period from July 1 to December 31, 1949; no records available for previous six months.

[5] Also, 1,278 acres of state park land were transferred to other governmental agencies.

[6] In addition, fourteen employees were paid out of local park funds.

[7] In addition, seventy employees were paid out of local park funds.

Directory of State Officials

CONCERNED WITH RECREATION

ALABAMA

Director, Agricultural Extension Serv., Alabama Polytechnic Institute, Auburn
Chief, Div. of Game, Fish and Seafoods, Dept. of Conservation, Montgomery
State Superintendent of Education, Dept. of Education, Montgomery
State Forester, Div. of Forestry, Dept. of Conservation, Montgomery
Highway Director, Highway Dept., Montgomery
Director, Public Library Serv. Div., Dept. of Archives and History, Montgomery
Chief, Div. of State Parks, Monuments and Historical Sites, Dept. of Conservation, Montgomery
Director, State Planning Board, Montgomery
Dean, Extension Div., Univ. of Alabama, Tuscaloosa

ARIZONA

Director, Agricultural Extension Serv., Univ. of Arizona, Tucson
Director, Game and Fish Dept., Phoenix
State Highway Engineer, Arizona Highway Dept., Phoenix

ARKANSAS

Director, Agricultural Extension Serv., Univ. of Arkansas, Fayetteville
Secretary, Game and Fish Commission, Little Rock
Commissioner, Board of Education, Little Rock
Director, Resources and Development Commission, Little Rock
Director, Highway Dept., Little Rock
Director of State Parks, Div. of Forestry and Parks, Little Rock

CALIFORNIA

Director, Agricultural Extension Serv., Univ. of California, Berkeley
Executive Officer, Div. of Fish and Game, Dept. of Natural Resources, San Francisco
Recreation Consultant, Div. of Physical and Health Education and Recreation, State Board of Education, Los Angeles
State Forester, Dept. of Natural Resources, Sacramento
Librarian, Div. of Libraries, State Board of Education, Sacramento
Chief, Div. of Beaches and Parks, Dept. of Natural Resources, Sacramento
Director of Recreation, Recreation Commission, Sacramento
Chairman, Dept. of Physical Education, Univ. of California, Berkeley
Chairman, Dept. of Health, Physical Education and Recreation, Univ. of California, Los Angeles
Executive Secretary, Inter-Agency Committee on Recreation, Sacramento

COLORADO

Director, Agricultural Extension Serv., Agricultural and Mechanical College, Fort Collins
Director, Game and Fish Commission, Denver
State Forester, State Board of Forestry, Denver
Chief Engineer, State Highway Dept., Denver
State Librarian, Dept. of Public Instruction, Denver
Bureau of State and Community Serv., Div. of Adult Education, Extension and Public Information, Univ. of Colorado, Boulder
Group Worker in Recreation, Div. of Child Welfare, State Dept. of Public Welfare, Denver

CONNECTICUT

Director, Agricultural Extension Serv., Univ. of Connecticut, Storrs
Superintendent, Board of Fisheries and Game, Hartford
Commissioner, Dept. of Education, Hartford
Director, State Park and Forest Commission, Hartford
Commissioner, Highway Dept., Hartford
Consultant in Libraries, Dept. of Education, Hartford

DELAWARE

Director, Agricultural Extension Serv., Univ. of Delaware, Newark
Chief Game Warden, Board of Game and Fish Commissioners, Dover
Superintendent of Public Instruction, Board of Education, Dover
State Forester, State Forestry Dept., Dover
Chief Engineer, State Highway Dept., Dover
Secretary, State Park Commission, Dover

FLORIDA

Director, Agricultural Extension Serv., Horticultural Building, Gainesville
Commissioner, Dept. of Freshwater Fish and Game, Tallahassee
Superintendent of Public Instruction, Dept. of Education, Tallahassee
State Forester, Dept. of Forest and Parks, Tallahassee
Chairman, State Road Dept., Tallahassee
**Director of State Parks, Florida Board of Parks and Historic Memorials, Tallahassee
Director, State Improvement Commission, Tallahassee
Dean, General Extension Div., Univ. of Florida, Gainesville

GEORGIA

Director, Agricultural Extension Serv., Georgia State College of Agriculture, Athens
Director, Fish and Game Dept., Atlanta
State School Superintendent, Dept. of Education, Atlanta
Director, Div. of Forestry, Atlanta
Director, Highway Dept., Atlanta
Head Librarian, Public Library Serv., Atlanta
Director, Dept. of State Parks, State Div. of Conservation, Atlanta
Executive Secretary, Recreation Div., Georgia Citizens Council, Atlanta

IDAHO

Director, Agricultural Extension Serv., Univ. of Idaho, Moscow
Director, Fish and Game Commission, Boise
State Forester, Forestry Dept., Boise
Director of Highways, Dept. of Public Works, Boise
Librarian, State Traveling Library, Boise
Commissioner, State Land Dept., Boise
Head of Physical Education for Men, Univ. of Idaho, Moscow
Head of Physical Education, Idaho State College, Pocatello

ILLINOIS

Director, Agricultural Extension Serv., Univ. of Illinois, Urbana
Director, Dept. of Conservation, Springfield
Superintendent of Public Instruction, Springfield
State Forester, Dept. of Conservation, Springfield
Chief Highway Engineer, Div. of Highways, Dept. of Public Works and Buildings, Springfield
Chief, Extension Serv., Illinois State Library, Springfield
Superintendent, Div. of Parks and Memorials, Dept. of Public Works and Buildings, Springfield
Community Consultant, Bureau of Community Planning, Univ. of Illinois, Urbana
Chairman, Illinois Inter-Agency Committee on Recreation, c/o Supervisor of Health and Physical Education, Dept. of Public Instruction, Springfield

INDIANA

Director, Agricultural Extension Serv., Purdue Univ., Lafayette
Director, Fish and Game Div., Dept. of Conservation, Indianapolis
Superintendent of Public Instruction, Board of Education, Indianapolis
State Forester, Conservation Dept., Indianapolis
Chairman, Highway Commission, Indianapolis
Director, Extension Div., Indiana State Library, Indianapolis
Director, State Parks, Lands and Waters, Dept. of Conservation, Indianapolis
Director, State Economic Council, Indianapolis
**Director, Div. of Recreational Training, Indiana Univ., Bloomington
Director, Music Extension Serv., Purdue Univ., Lafayette

IOWA

Director, Agricultural Extension Serv., Iowa State College, Ames
Chief of Fish and Game, State Conservation Commission, Des Moines
Superintendent, Dept. of Public Instruction, Des Moines
Chief, Div. of Lands and Waters, State Conservation Commission, Des Moines
Chief Engineer, State Highway Commission, Des Moines
Librarian, State Traveling Library, Des Moines
Director of Physical Education for Men, Iowa State College, Ames

KANSAS

Director, Agricultural Extension Serv., Kansas State College, Manhattan
Director, Forestry, Fish and Game Commission, Pratt
Superintendent of Public Instruction, Topeka
Director, State Highway Commission, Topeka
Secretary, State Traveling Library, Topeka
Chairman, Dept. of Physical Education, Univ. of Kansas, Lawrence

KENTUCKY

Director, Agricultural Extension Serv., Univ. of Kentucky, Lexington
Director, Div. of Game and Fish, Frankfort
Superintendent of Public Instruction, Dept. of Education, Frankfort
Commissioner, Dept. of Highways, Frankfort
Director, Library Extension, Frankfort
Director, Div. of Parks, Dept. of Conservation, Frankfort

LOUISIANA

Director, Agricultural Extension Serv., Louisiana State Univ., Baton Rouge
Commissioner, Dept. of Wildlife and Fisheries, New Orleans
Superintendent of Public Education, Dept. of Public Education, Baton Rouge
Director, Dept. of Highways, Baton Rouge
State Librarian, State Library, Baton Rouge
Director, State Parks Commission, Baton Rouge
Director, Dept. of Public Works, Baton Rouge
Chairman, Louisiana State Inter-Agency Committee on Recreation, c/o Assistant Director of State Parks, Baton Rouge

MAINE

Director, Agricultural Extension Serv., Univ. of Maine, Orono
Commissioner, Dept. of Inland Fisheries and Game, Augusta
Commissioner, Dept. of Education, Augusta
Chief Engineer, Highway Commission, Augusta
Extension Librarian, Maine State Library, Augusta
Superintendent, State Park Commission, Augusta
Secretary, Inter-Agency Committee on Recreation, c/o Director of Physical Education, Health and Recreation, Dept. of Education, Augusta

** indicates also the chairman of the Inter-Agency Committee on Recreation.

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MARYLAND

Director, Agricultural Extension Serv., Univ. of Maryland, College Park
Director, Dept. of Game and Inland Fish, Baltimore
Superintendent of Schools, Dept. of Education, Baltimore
State Forester, Dept. of State Forests and Parks, Annapolis
Chairman, State Roads Commission, Baltimore
Director, Div. of Library Extension, Baltimore
Director, Dept. of State Forests and Parks, Annapolis
Director, State Planning Commission, Baltimore

MASSACHUSETTS

Director, Agricultural Extension Serv., Univ. of Massachusetts, Amherst
Director, Div. of Fisheries and Game, Dept. of Conservation, Boston
State School Building Assistance Commission, Boston
Director, Div. of Forestry, Dept. of Conservation, Boston
Commissioner, Dept. of Public Works, Boston
Library Adviser, Div. of Public Libraries, Dept. of Education, Boston
Director, Div. of Parks and Recreation, Dept. of Conservation, Boston
Chairman, State Planning Board, Boston
Extension Specialist in Recreation, Univ. of Massachusetts, Amherst

MICHIGAN

Director, Agricultural Extension Serv., Michigan State College of Agriculture, East Lansing
Chief, Fish Div., Conservation Dept., Lansing
Chief, Game Div., Conservation Dept., Lansing
Superintendent of Public Instruction, Dept. of Public Instruction, Lansing
Superintendent, Div. of Forestry, Conservation Dept., Lansing
Commissioner, Highway Dept., Lansing
Director of State Aid, State Library, Lansing
Chief, Parks and Recreation Div., Dept. of Conservation, Lansing
Community Organization Specialist, Extension Div., Univ. of Michigan, Ann Arbor
Chairman, Michigan State Inter-Agency Council on Recreation, c/o Commissioner, Dept. of Conservation, Lansing

MINNESOTA

Director, Agricultural Extension Serv., Univ. of Minnesota, St. Paul
Director, Div. of Game and Fish, Dept. of Conservation, St. Paul
Commissioner, Dept. of Education, St. Paul
Director, Div. of Forestry, Dept. of Conservation, St. Paul
Engineer, Roadside Development, Dept. of Highways, St. Paul
Supervisor, Extension Library, Dept. of Education, St. Paul
Director, Div. of State Parks, Dept. of Conservation, St. Paul
Commissioner, Dept. of Business Research and Development, St. Paul
Field Recreation Consultant, Dept. of Athletics and Physical Education, Univ. of Minnesota, St. Paul
Chairman, Minnesota State Recreation Committee, c/o Chairman, Dept. of Physical Education, University of Minnesota, St. Paul

MISSISSIPPI

Director, Agricultural Extension Serv., Mississippi State College, State College
Director, State Fish and Game Commission, Jackson
Superintendent of Education, Education Dept., Jackson
Director, State Highway Dept., Jackson
Secretary, State Library Commission, Jackson
State Park Director, Mississippi Board of Park Supervisors, Jackson
**Head, Dept. of Health and Physical Education, Univ. of Mississippi, Oxford

MISSOURI

Director, Agricultural Extension Serv., Univ. of Missouri, Columbia
Director, Dept. of Conservation, Jefferson City
Commissioner, Board of Education, Jefferson City
State Forester, Dept. of Conservation, Jefferson City
Chief Engineer, State Highway Dept., Jefferson City
Acting State Librarian, Missouri State Library, Dept. of Education, Jefferson City
Chief of Parks, State Park Board, Jefferson City
Director, Div. of Resources and Development, Dept. of Business and Administration, Jefferson City
Secretary, Missouri Inter-Agency Committee on Recreation, c/o Recreation Section, Div. of Resources and Development, Dept. of Business and Administration, Jefferson City

MONTANA

Director, Agricultural Extension Serv., Montana College of Agriculture and Mechanic Arts, Bozeman
State Warden, Fish and Game Dept., Helena
Supervisor of Health, Physical Education and Recreation, Office of Superintendent of Public Instruction, Helena
Secretary, State Library Extension Commission, Missoula
State Park Director, Montana State Park Commission, Post Office Box 308, Bozeman
Director, Div. of Public Services, Univ. of Montana, Missoula

NEBRASKA

Director, Agricultural Extension Serv., Univ. of Nebraska, Lincoln
Executive Secretary, Game, Forestation and Parks Commission, Lincoln
State Engineer, Dept. of Roads and Irrigation, Lincoln
Executive Secretary, Public Library Commission, Lincoln
Supervisor of Community Serv., Div. of Univ. Extension, Univ. of Nebraska, Lincoln

NEVADA

State Highway Engineer, Dept. of Highways, Carson City (also Park Authority)
Head of Dept. of Physical Education, Univ. of Nevada, Reno

NEW HAMPSHIRE

Director, Agricultural Extension Serv., Univ. of New Hampshire, Durham
Director, Fish and Game Dept., Concord
Commissioner of Education, Dept .of Education, Concord
Forester, Forestry and Recreation Commission, Concord
State Librarian, State Library, Concord
Director of Recreation, Recreation Div., Forestry and Recreation Commission, Concord
Director, State Planning and Development Commission, Concord
Recreation Consultant, Extension Div., Univ. of New Hampshire, Durham

NEW JERSEY

Director, Agricultural Extension Serv., Rutgers Univ., New Brunswick
Secretary, Div. of Fish and Game, Dept. of Conservation and Economic Development, Trenton
Commissioner, Dept. of Education, Trenton
State Forester, Dept. of Conservation and Economic Development, Trenton
Head, Bureau of Library Serv., Dept. of Education, Trenton
Director, Div. of Planning and Development, Dept. of Conservation and Economic Development, Trenton
Director, Div. of Recreation, Dept. of Conservation and Economic Development, Trenton

NEW MEXICO

Director, Agricultural Extension Serv., New Mexico College of Agriculture and Mechanic Arts, State College
State Warden, Game and Fish Commission, Santa Fe
Superintendent, Dept. of Education, Santa Fe
Highway Engineer, Highway Commission, Santa Fe
Librarian, State Library Commission, Santa Fe
Superintendent of State Parks, State Park Commission, Santa Fe

NEW YORK

Director, Agricultural Extension Serv., Cornell Univ., Ithaca
Director, Div. of Fish and Game, Conservation Dept., Albany
Commissioner, Dept. of Education, Albany
Director of Lands and Forests, Conservation Dept., Albany
Director, Library Extension Div., State Library, Education Dept., Albany
Director of State Parks, Div. of Parks, Conservation Dept., Albany
Chairman, New York State Inter-Dept. Committee on Recreation, c/o Assistant Director, Bureau of Planning, Dept. of Commerce, Albany
Director of Recreation, State Youth Commission, Albany

NORTH CAROLINA

Director, Agricultural Extension Serv., North Carolina State College, State College Station
Commissioner, Marine Fisheries, Dept. of Conservation and Development, Raleigh
Director, Wildlife Resources Commission, Raleigh
Superintendent of Public Instruction, Dept. of Public Instruction, Raleigh
Chairman, Highway and Public Works Commission, Raleigh
Secretary, Library Commission, Raleigh
Superintendent of State Parks, Dept. of Conservation and Development, Raleigh
Director, North Carolina Recreation Commission, Raleigh
General Extension Div., Univ. of North Carolina, Chapel Hill

NORTH DAKOTA

Director, Agricultural Extension Serv., North Dakota Agricultural College, Fargo
Commissioner, Game and Fish Dept., Bismarck
Director, State Library Commission, Bismarck
Superintendent, State Historical Society of North Dakota, Bismarck (State Park Authority)
Head of Physical Education for Men, College of Science, Literature and Arts, Univ. of North Dakota, Grand Forks
Director, Div. of Child Welfare, Bismarck

OHIO

Director, Agricultural Extension Serv., Ohio State Univ., Columbus
Chief, Fish Management and Propagation Section, Columbus
Director of Education and Superintendent of Public Instruction, Dept. of Education, Columbus
Chief, Div. of Forestry, Dept. of Natural Resources, Columbus
Director, Dept. of Highways, Columbus
Chief, Div. of Parks, Dept. of Natural Resources, Columbus
Chairman, Ohio Inter-Departmental Committee on Recreation, c/o Supervisor of Health, Physical Education, Safety Education and Recreation, Dept. of Education, Columbus

OKLAHOMA

Director, Fish and Game Dept., Oklahoma City
Superintendent of Public Instruction, Dept. of Education, Oklahoma City
Director of Traveling Libraries, Library Commission, Oklahoma City
Director, Div. of Recreation and State Parks, Oklahoma Planning and Resources Board, Oklahoma City
Director, Institute of Community Development, Univ. of Oklahoma, Norman
Director, Community Development Workshop, Oklahoma Agricultural and Mechanical College, Stillwater
Chairman, Advisory Committee to the Div. of Recreation and State Parks, c/o Director of Oklahoma Planning and Resources Board, Oklahoma City

OREGON

Director, Agricultural Extension Serv., Oregon State Agricultural College, Corvallis
State Game Supervisor, Game Commission, Portland
Co-Supervisors of Health and Physical Education, Dept. of Education, Salem
State Forester, State Board of Forestry, Salem
State Highway Engineer, State Highway Commission, Salem
Librarian, State Library, Salem
State Parks Superintendent, State Parks Dept., State Highway Commission, Salem
Dean, School of Physical Education, Univ. of Oregon, Eugene
Chairman, Advisory Council on Conservation of Natural Resources, c/o Governor, Salem

PENNSYLVANIA

Director, Agricultural Extension Serv., Pennsylvania State College, State College
Fish Commissioner, Fish Commission, Harrisburg
Executive Director, Game Commission, Harrisburg
Superintendent, Dept. of Public Instruction, Harrisburg
Secretary, Dept. of Forests and Waters, Harrisburg
Secretary of Highways, Dept. of Highways, Harrisburg
Extension Librarian, State Library, Dept. of Public Instruction, Harrisburg

Director, Bureau of Parks, Dept. of Forests and Waters, Harrisburg
Executive Director, State Planning Board, Dept. of Commerce, Harrisburg
Dean, School of Physical Education and Athletics, Pennsylvania State College, State College
Chairman, State Recreation Committee, 1427 Spruce Street, Philadelphia

RHODE ISLAND

Director, Agricultural Extension Serv., Rhode Island State College, Kingston
Administrator, Div. of Fish and Game, Dept. of Agriculture and Conservation, Providence
Director, Dept. of Education, Providence
Administrator, Div. of Forests and Parks, Dept. of Agriculture and Conservation, Providence
Principal Highway Engineer, Div. of Roads and Bridges, Dept. of Public Works, Providence
State Librarian, Rhode Island State Library, Providence

SOUTH CAROLINA

Director, Agricultural Extension Serv., Clemson Agricultural College of South Carolina, Clemson
Chief Game Warden, Office of Chief Game Warden, Columbia
Superintendent of Education, Office of State Superintendent of Education, Columbia
State Forester, State Forestry Commission, Columbia
Chief Highway Commissioner, State Highway Dept., Columbia
Chairman, State Library Board, Rock Hill

SOUTH DAKOTA

State Park Director, State Forestry Commission, Columbia
Director, Agricultural Extension Serv., South Dakota State College of Agriculture and Mechanical Arts, Brookings
Director, Game, Fish and Parks Dept., Pierre
Secretary, Free Library Commission, Pierre

TENNESSEE

Director, Agricultural Extension Serv., Univ of Tennessee, Knoxville
Director, Div. of Game and Fish, Dept. of Conservation, Nashville
Commissioner, Dept. of Education, Nashville
State Forester, Dept. of Conservation, Nashville
Commissioner, Dept. of Highways and Public Works, Nashville
Regional Library, Consultant, Dept. of Education, Nashville
Director, Div. of State Parks, Dept. of Conservation, Nashville
**Executive Director, Tennessee State Planning Commission, Nashville
Head, School of Physical Education, Univ. of Tennessee, Knoxville

TEXAS

Director, Agricultural Extension Serv., Agricultural and Mechanical College of Texas, College Station
Executive Secretary, Game, Fish, and Oyster Commission, Austin
Director, Texas Forest Service, College Station
Highway Engineer, Highway Dept., Austin
Director of Extension, Texas State Library, Austin
Executive Secretary - Director, Texas State Park Board, Austin
Dean, Div. of Extension, Univ. of Texas, Austin
Director of Community Serv., State Youth Development Commission, Austin

UTAH

Director, Agricultural Extension Serv., Utah State Agricultural College, Logan
Director, Fish and Game Dept., Salt Lake City
Supervisor of Health, Physical Education and Recreation, Dept. of Education, Salt Lake City
Head of Physical Education and Recreation, School of Education, Utah State Agricultural College, Logan

VERMONT

Director, Agricultural Extension Serv., Univ. of Vermont, Burlington
Director, Fish and Game Serv., Montpelier
Commissioner, Dept. of Education, Montpelier
State Forester, State Board of Forests and Parks, Montpelier
Secretary, Bookmobile and School Libraries, Free Public Library Commission, Montpelier
Vermont Director of Recreation, Montpelier

VIRGINIA

Director, Agricultural Extension Serv., Virginia Polytechnic Institute, Blacksburg
Executive Secretary, Commission of Game and Inland Fisheries, Richmond
Superintendent of Public Instruction, Dept. of Education, Richmond
Chairman, State Highway Commission, Richmond
Head, Extension Div., State Library, Richmond
Commissioner of Parks, Dept. of Conservation and Development, Richmond
Director, Extension Div., Univ. of Virginia, Charlottesville

WASHINGTON

Director, Agricultural Extension Serv., State College of Washington, Pullman
Director, State Game Commission, Seattle
Supervisor of Health, Physical Education and Recreation, Office of State Superintendent of Public Instruction, Olympia
Director, Dept. of Conservation and Development, Olympia
Director, Dept. of Highways, Olympia
State Librarian, Washington State Library, Olympia
Director, State Parks and Recreation Commission, Olympia
Acting Supervisor of Recreation, State Parks and Recreation Commission, Olympia
Director, Div. of Adult Education and Extension Serv., Univ. of Washington, Seattle
Chairman, Dept. of Physical Education, Washington State College, Pullman
Chairman, Inter-Agency Committee on Recreation, c/o Governor, Olympia

WEST VIRGINIA

Director, Agricultural Extension Serv., West Virginia Univ., Morgantown
Director, Div. of Fish Management, Conservation Commission, Charleston
Superintendent of Schools, Dept. of Education, Charleston
State Forester, State Conservation Commission, Charleston
Commissioner, State Road Commission, Charleston
Chief, Div. of State Parks, Conservation Commission, Charleston

WISCONSIN

Director, Agricultural Extension Serv., Univ. of Wisconsin, Madison
Superintendent of Fish Management, Conservation Dept., Madison
Superintendent of Public Instruction, Dept. of Public Instruction, Madison
Superintendent of Forests and Parks, Conservation Dept., Madison
Roadside Development Engineer, Highway Commission, Madison
Chief, Traveling Library and Study Club Dept., Wisconsin Free Library Commission, Madison
Area Planning Engineer, Wisconsin State Planning Board, Madison

WYOMING

Director, Agricultural Extension Serv., Univ. of Wyoming, Laramie
Game and Fish Commissioner, State Game and Fish Dept., Cheyenne
State Librarian and Historian, State Library and Historical Dept., Cheyenne
Secretary, State Board of Charities and Reform, Cheyenne (Park Authority)
Dean, Adult Education and Community Serv. Div., Univ. of Wyoming, Laramie

NRA State Services

THE NATIONAL RECREATION ASSOCIATION is proud of the work it has done over the years in assisting and serving state government agencies whose services relate to recreation. The material concerning state recreation programs included in this year book has come in large measure from reports of the association's field staff.

For some fifteen years a special recreation leadership training program was provided, without charge, to state agricultural extension services by arrangement with the U. S. Department of Agriculture. For more than twenty years the National Physical Education Service of the association played an important part in the development of school physical education programs through its service to state education authorities.

As a part of its general program of field service, the association, since 1943, has been giving increasing attention to all agencies of state government concerned with recreation. The attempt has been made to reach every agency with existing or potential recreation functions, to learn about their programs, tell other agencies within the same state about these programs, and provide an exchange of experience between related departments in the various states.

All other services of the association are made available to state agencies, including, among others, correspondence and consultation, recreation personnel service, RECREATION magazine and other publications, the National Recreation Congress and training programs.

The Federal Government in Recreation

U. S. Forest Service

As part of an increasing responsibility for the recreation of the people, the Federal Government is providing more and more vacation areas far from the crowded cities.

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The Federal GOVERNMENT IN RECREATION

U. S. Fish and Wildlife Service, by E. P. Haddon

Wildlife refuges protect game. Sign at entrance to National Bison Range, Mont.

THE INTEREST AND activities of the Federal Government in recreation are not new. They centered first in the use of federal land and water areas for recreation and date back to June 30, 1864, when an act of Congress was approved granting Yosemite Valley and the Mariposa Big Tree Grove to the State of California for recreation uses;* and to March 1, 1872, when President Grant signed the bill creating Yellowstone National Park—the first national park in the world—as "a public park or pleasuring ground for the benefit and enjoyment of the people."

Through the years, other long-established federal agencies have taken up the concern with recreation as a basic human need and therefore a social and civic necessity, and have created a fine record of active service to the nation in this field. Federal governmental activity in relation to the recreation aspect of living has its principal justification, as in the case of all social and protective services, in the Preamble and Article I, Section 8 of the Constitution. To "promote the general welfare" is, of course, listed as one of the purposes of that document and of the government which it created. Each agency has contributed to a different phase of the work; and, in 1946, the Federal Inter-Agency Committee was born, in order to make cooperation possible and to facilitate united action.

The committee, composed of representatives of these federal agencies—the Corps of Engineers, National Park Service, Fish and Wildlife Service, Forest Service, Extension Service, Office of Education, Children's Bureau, the Public Housing Administration and the Bureau of Reclamation —serves as a clearing house for the exchange of information on policies, plans, methods, experiences and procedures among the agencies; considers all current agency problems and projects presented to it and recommends basic principles which might well be followed in these and similar projects and problems; and endeavors to facilitate the provision of information about the recreation activities of federal agencies.

It seeks to clarify the proper responsibilities of the Federal Government in the field of public recreation, and to discover and face existing gaps in meeting these responsibilities, with special consideration of the needs of small communities and rural areas, minority groups, young people, older adults and women and girls.

The member agencies of the committee cooperate in stimulating and assisting state agencies in the development of needed recreation facilities and services, in accordance with cooperative plans developed by the committee, so far as resources make this possible.

Federal recreation functions would seem to divide themselves into three different types of activities: (1) those related to the operation of federally-owned properties, such as parks, forests, wildlife preserves, hospitals, military establishments, reservoir areas, housing projects, and so forth; (2) those related to advisory services in connection with the promotion, planning and operation of state and local community park and recreation programs; (3) those related to the provision of recreation facilities and activities for persons employed by the Federal Government.

Current operations of federal agencies in con-

*Since 1905, both these areas have been a part of Yosemite National Park which was established in 1890.

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nection with the type of activity referred to under number two show that the functions cover:

1. Planning for recreation in cooperation with other Federal Government and quasi-governmental agencies and with national organizations.

2. Consultative services to the states, and their subdivisions through the states, on the problems of planning, development and operation of park and recreation programs and services.

3. The collection and dissemination of data and information necessary for carrying out the above functions.

The government, at all levels, is providing facilities and services at a rapidly increasing rate. The Congress of the United States has supported the recreation activities of federal agencies through enabling legislation and appropriations. Public opinion not only supports existing federal activities in the recreation field, but is urging even greater service.

The Federal Government has an increasing responsibility for the recreation of the people, to be met not only through providing federal lands and facilities, but also through extending existing services to the states and political subdivisions through the states to help them plan and develop their facilities and services.

Bills which would authorize creation of a special federal recreation service have been introduced into both houses of the 81st Congress, but no final action has yet been taken.

In the following summary of the functions and activities of the federal agencies concerned with recreation for the public, no reference is made to the recreation programs conducted by such agencies for their own personnel.

Corps of Engineers—Under the direction of the Secretary of the Army, in accordance with specific authority of Congress, this agency prosecutes the federal program for the improvement and maintenance of rivers and other waterways in the interest of navigation and flood control. This is an important part of the over-all program for conservation, control and utilization of the nation's water resources in the public interest. The development of such projects results in the creation of many and varied opportunities for recreational enjoyment. Particularly the creation of new or enlarged water areas, in localities lacking in such resources, frequently results in significant recreational benefits in addition to the benefits from the primary purposes of the project.

In the proper administration of a reservoir area, priority is given to serving the needs of the general public. This involves concern for many related activities, among them the planning and developing of the areas and facilities for recreation. In acting upon this, preference ordinarily is given in the following order:

1. Public day use facilities, such as observation points, picnic facilities, access roads and hiking trails.

2. Public boat-launching and docking facilities.

3. Public camp grounds.

4. Organized camps operated by governmental, educational, recreational, eleemosynary, character-building or other non-profit organizations or agencies which are functioning in the public interest.

Among the recreational activities for which completed reservoirs are being utilized are the following: fishing, sailing, canoeing, boat races, camping, picnicking, nature study, organized camping. Attendance varies from a few thousand at small isolated projects to approximately 2.3 million at the Denison Dam and Reservoir project in 1949. The tabulation on page 142 indicates the name, location and approximate attendance at some of the completed projects during the calendar year 1949. Master reservoir management plans are prepared in cooperation with interested federal, state and local agencies.

In many of the completed reservoir projects, the Corps of Engineers has provided reasonable access to the shores of the reservoir, parking areas and measures to protect the health and safety of the public. Broad licenses of twenty-five to fifty years' duration have been granted to state, county and city park and recreation agencies under which those agencies will undertake or are undertaking further park and recreation development and will manage important recreation areas in the reservoir to meet local needs.

National Park Service—Under authority of the Act of August 25, 1916, as amended, the National Park Service administers national parks, monuments, historic sites and other areas comprising the national park system under federal ownership. These areas may be considered as great outdoor museums. Recreation facilities and activities provided by the service include the areas themselves, information stations, hiking and riding trails, fishing, camping and an interpretive program of guided walks or automobile caravans, campfire lectures, museums and other exhibits and publications. Concessioners provide accommodations such as hotels, lodges, cabins, restaurants, refreshment stands, saddle and pack trips, sightseeing tours, ski runs, rental boats and boat rides and entertainment of various kinds for their

guests. Available for public use of the areas are some 5,000 miles of road, 6,900 miles of trails, 7,300 campground spaces, and 140 hotels, lodges, tent and cabin areas, with a total of 8,746 rooms which will accommodate 21,566 persons. Most of the basic facilities used by the concessioners are provided by them through the investment of private capital, though rates and services are controlled by the National Park Service to protect the public.

One of the unique public services provided by the National Park Service is that of interpretation. In the scenic-scientific areas, naturalists present programs of guided trips and lectures. Similar programs are presented to visitors by trained historians in the historic areas. Museum facilities and technical and popular publications supplement the personal services of the historians and naturalists whose program objective is greater public appreciation of America's cultural heritage of natural and historical features.

Included in the National Park System are the National Capital Parks of Washington, D. C., and vicinity.

The service also manages four reservoir recreation areas of national significance, such as Lake Mead Recreational Area in Arizona-Nevada and Coulee Dam Recreational Area in the State of Washington, under cooperative agreements with other federal agencies that hold basic jurisdiction.

The Act of June 23, 1936 authorizes the service to make a comprehensive study of the public park, parkway and recreational-area programs in the United States, and to cooperate with other federal, state and local agencies in planning for their park, parkway and recreational-area programs. Insofar as limited funds and personnel will permit, the service acts in a consulting capacity to the states, upon their request.

Establishment of the United States Travel Division as a unit of the National Park Service was authorized by Act of July 19, 1940 for the purpose of promoting and developing travel within the United States, its territories and possessions in cooperation with other public and private travel agencies. The activities of this division were suspended during the war, but were resumed beginning July 1, 1947.

Fish and Wildlife Service—This consists of the former Bureau of Fisheries, established in 1871 in the Department of Commerce, and the Bureau of Biological Survey, established in 1885 in the Department of Agriculture. In 1939, both bureaus were transferred to the Department of the Interior and in 1940 were consolidated to form the present organization.

The service, in addition to its research responsibilities, is charged with carrying out the provisions of laws designed to increase and protect the fish and wildlife resources, disseminate knowledge and extend the use of these resources, and enforce federal game laws. Incident to these responsibilities, the service has recognized the necessity and desirability of providing, when not inconsistent with these primary objectives, facilities and services for recreation.

As an important part of the over-all program, it administers 281 National Wildlife Refuges in the continental United States, Hawaii, Puerto Rico and Alaska. In the broadest sense, these refuges make their greatest contribution to the nation's recreation in the production and protection of wildlife, particularly migratory waterfowl, thus assuring the millions of hunters the perpetuation of the sport of hunting. The more tangible contributions which the refuges make to recreation are the facilities available on such areas for fishing, camping, boating, picnicking, nature study and related activities.

On areas which lend themselves to recreation uses without involved development and construction, the facilities are provided by the service. On others, the recreation facilities are developed and operated either in cooperation with local governmental or civic groups or by commercial concessioners. The former includes the operation of some 101 game fish hatcheries throughout the country at which millions of fingerlings are annually distributed directly, and through state cooperation, to stock and restock fishing waters.

Migratory waterfowl are a continental resource of great recreation importance to American sportsmen. Out of the total of 282 wildlife refuges administered today by the Fish and Wildlife Service, 196 of these, with a total of 3,122,231 acres of marsh and water habitat, are dedicated to waterfowl production and protection.

All forms of wildlife are protected—from the big bull moose to the smallest songbird. The big game refuges of the service are particularly important with the attendant preservation of game in danger of vanishing from this country, such as American bison, prong-horned antelope, mountain sheep, deer, buffalo, elk, Rocky Mountain white-tailed deer and so on. Many areas have been especially established for the conservation of one or more species—196 (3,122,231 acres) for migratory waterfowl; 48 (91,212 acres) for colonial nongame birds; 16 (10,652,248 acres) for big game; and 21 (4,221,611 acres) for

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migratory birds other than waterfowl and miscellaneous forms of wildlife.

Forest Service—One hundred fifty national forests, with a net area of 180,000,000 acres, are managed by the Forest Service so as to conserve and utilize the resources of the lands for the public welfare. Areas in national forests which are primarily valuable for recreation are developed or are reserved for future development.

The national forests received 26,080,255 recreation visits during 1949, an increase of nine per cent over 1948. Recreation facilities and areas available to the public include:

1. 4,537 improved camp and picnic grounds occupying 52,729 acres with a normal capacity for 280,000 people at one time.
2. 206 improved swimming areas.
3. 236 winter sports areas, occupying 80,000 acres and with a capacity for 200,000 skiers at one time. Most of these are equipped with privately-owned ski tows and lifts, operated under special use permit.
4. 400 organization camps.
5. 505 hotels and resorts.

In addition, approximately 55,000,000 motorists used national forest highways primarily to enjoy forest environment and scenery during 1949.

With the exception of certain restrictions on a few national forests during fire season, the entire national forest area is open to the public, and a substantial portion of the recreation use is on areas which have not been set aside primarily for recreation.

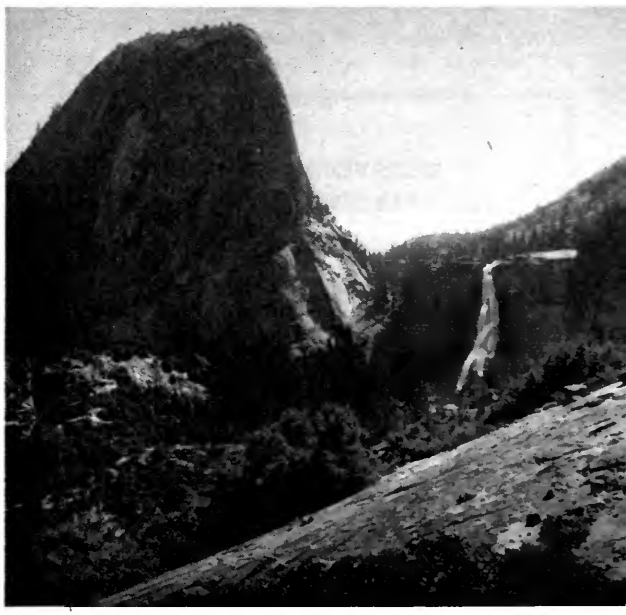
The Forest Service encourages types of recreation appropriate to the forest environment, such as camping, picnicking, swimming, skiing, hiking, riding, hunting and fishing and, whenever financially possible, develops the basic facilities necessary for such recreation. The service permits other government agencies and semi-public organizations to construct recreation facilities on national forest lands.

Most of the public facilities made available for the recreationist in the national forests are maintained and supervised directly by employees of the Forest Service. Facilities such as resorts, stores, gas stations and so on are provided by private capital and operated by private citizens under use permits. Services and facilities of this type are encouraged where public need exists.

Extension Service—The concerns of this serice cover cooperative extension work between the land-grant agricultural colleges of the states and the United States Department of Agriculture. Many people who live in our larger cities are not aware of the immense amount of recreation promoted by this organization for the many families that reside in rural America.

Extension work consists of an educational program designed to assist farm people in improving agriculture, marketing and distribution of farm products, homemaking and rural life in general.

Strictly speaking, the recreation work of the Extension Service should be thought of as mostly that of state nature rather than of a federal agency. Recreation in extension is administered by the several state extension services which are connected with the respective state agricultural colleges. Yet about forty-eight per cent of the funds expended by the states for all their extension work is derived from federal appropriations. Increasing development through the years of recreation progress by state and county extension services, in response to the demand from local people, has led to a sufficiently broad interpretation of these laws to include recreation.



National Park Service

Yosemite is example of scenic grandeur in national parks. They embrace wilderness, natural wonders.

Extension personnel also help rural people analyze their recreation needs and work out recreation programs for their own communities and counties. Leadership training meetings or institutes, where 4-H club leaders, school teachers, ministers, and leaders of Granges and other local groups can go to learn how to conduct and develop recreational activities for their own respective local organizations, are held by state or county extension services throughout the country. Extension workers in recreation cooperate with

schools, farm organizations and other agencies in conducting local, county or state recreation programs or events. Folk festivals and recreation institutes are held annually in a number of states and counties under sponsorship or with the cooperation of the Extension Service. Local community volunteer leaders, functioning under the supervision of the county agent or his assistant, have charge of these extension projects. Leaders are trained by states in conferences and camps.

The several state extension services and the federal office cooperate with other governmental agencies, church bodies, schools, educational associations, recreational associations, colleges and universities, and other groups interested in developing or improving the recreation life of rural areas. The National Recreation Association and other private agencies are often called upon by federal, state and county extension services for technical assistance.

Extension Service Figures for 1948*

Number of 4-H clubs	81,738
Number of 4-H members	1,829,250
Number of local voluntary leaders:	
Adult	739,702[1]
4-H club	222,819[1]
Number of home demonstration clubs	56,151
Number of home demonstration members	1,313,524
Number of 4-H camps	6,490
Number of members attending	225,394
Number of others attending	64,871
Number of communities in which recreation was conducted	40,827

*The 1949 figures are not available at this time.

[1] These figures cannot be added together for in some cases there would be a duplication or overlapping.

Office of Education—Education touches the lives of all people at one time or another, directly or indirectly, and one of the objectives of education is the training for the wise use of leisure time. Therefore, the Office of Education has always been concerned with the recreation responsibilities of educational systems. Their specific objectives include that of helping public school

RESERVOIRS OF THE CORPS OF ENGINEERS, DEPARTMENT OF THE ARMY, IN OPERATION AND FURNISHING RECREATIONAL OPPORTUNITIES, APRIL 1950

The 74 reservoirs of the Corps of Engineers, containing year-round water areas, are listed below. There are additionally in operation 26 reservoirs used for temporary detention of flood waters, some of which afford recreational opportunities. At the present time, an additional 51 reservoirs are in the construction state, and there are 22 authorized reservoirs on which preliminary construction plans are under way or completed.

Name of Reservoir	1949 Attendance* (visitor days)
Allatoona, Ga.	Operation not begun
Arkabutla, Miss.	28,000
Berlin, Ohio.	47,000
Blue Mountain, Ark.	81,000
Bluestone, W. Va.	29,000
Bonneville, Wash. & Ore.	(at dam) 643,500
Canton, Okla.	310,000
Center Hill, Tenn.	85,000
Clearwater, Mo.	86,500
Conchas, N. Mex.	49,500
Cottage Grove, Ore.	65,500
Crooked Creek, Pa.	201,000
Dale Hollow, Tenn. & Ky.	150,000
Denison (Lake Texoma), Tex. & Okla.	2,294,000
Dewey, Ky.	Operation not begun
Dorena, Ore.	Operation not begun
Fall River, Kans.	178,000
Fern Ridge, Ore.	118,000
Fort Peck, Mont.	91,000
Fort Supply, Okla.	105,000
Gt. Salt Plains, Okla.	125,000
Hansen, Calif.	Large
Homme (Park River), N. Dak.	11,000
Hords Creek, Tex.	60,000
John Martin, Colo.	28,000
Kanopolis, Kans.	276,000
Lac Qui Parle, Minn.	—
Lake Traverse, S. Dak.	—
Loyalhanna, Pa.	19,000
Mahoning Creek, Pa.	16,500
Mosquito Creek, Pa.	66,500
Mud Mountain, Wash.	—
Ten Muskingum River Reservoirs, Ohio	280,000
Nimrod, Ark.	78,500
Norfork, Ark.	347,000
Polecat Creek (Heyburn), Okla.	Operation not begun
Sardis Lake, Miss.	100,000
Tionesta, Pa.	98,500
Tygart River, W. Va.	103,000
Wallace Lake, La.	—
Lake Kappapello, Mo.	79,500
Wister, Okla.	Operation not begun
Youghiogheny River, Pa. & Md.	260,500
Six Mississippi River Headwater Reservoirs	600,000
16 Upper Mississippi River Pools†	Over 1,080,000

* Total for all 74 reservoirs roughly estimated as 9,000,000 visitor days.
†Classified as reservoirs because of operating characteristics.

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systems to be of maximum service to their communities in meeting the recreational needs of all the people.

Also, it is generally agreed today that some educational activities carry over into recreation, while recreation programs often are educational. School recreation programs include activities which can be continued in adult life, such as music, arts and crafts, dramatics, tennis, golf, volleyball, nature projects. Recreation programs can teach citizenship, democracy in action, an understanding of fair play and of other nationalities, races and creeds.

In the realm of school-community recreation, the Office of Education cooperates with federal and national agencies in an endeavor to integrate school recreation programs with these and other groups.

Its recreation specialists influence recreation in the schools throughout the country by:

Providing training courses for leaders.

Holding workshops and institutes.

Being represented in many national organizations interested in recreation and related fields, and attending annual conferences of these organizations.

Holding individual and group conferences with people seeking recreation information.

Working with other government bureaus.

Corresponding with people throughout the nation.

Issuing leaflets, periodicals, bulletins, news items and helping in other ways.

The Office of Education also promotes the inclusion of recreation leadership training in the curriculum of institutions of higher learning, and seeks to stimulate and improve the service of state departments of education in the field of recreation and to integrate the school-community recreation point of view.

Adult education programs not only include recreation activities, but actually *are* recreation for many of the adults participating. These become a concern of the Office of Education as a part of a community's problem of providing adequate educational and recreational opportunities for its residents. The community cannot afford to overlook the rich recreation resources of the public school; and the school, correlatively, must undertake the responsibility of increasing its service to the community. The Office of Education can help both the community and school in effectively discharging these interrelated responsibilities.

Children's Bureau—Since its early days, this bureau has suggested ways in which communities might provide recreation as well as other services which would strengthen families in their task of rearing children. In 1919, the White House Conference and other meetings sponsored by the bureau developed definite recommendations regarding the place of play in the life of a child.

Play Schools Association, New York

Recreation is often educational and vice versa. More than clay modeling here—there's social learning, too.

Also, early in its history, it recommended methods of securing recreation opportunities for children, youth and families in congested urban areas and sparsely settled rural areas, based on actual studies of recreation facilities, leadership, program and organization structure in particular communities.

In all of its work in the recreation field, the bureau follows a broad concept of recreation inclusive of the multiple interests of children and youth in games, social recreation, arts, crafts, music, drama and nature activities. It is also implicit in all its efforts that recreation is not an isolated factor in community life but related to good housing, happy family life, adequate educational opportunities, and good physical and mental health.

The bureau emphasizes the importance of competent leadership, carefully selected and carefully trained. It has given special attention to leadership in working with youth, has advanced standards for the selection of the adult leaders and for their adequate training, and has established minimum criteria against which leisure-time services may be evaluated.

Between 1925 and 1935, the bureau provided staff to assist state welfare departments in the training of personnel for recreation and group leadership. Since 1935, in the strengthening of state and local child-welfare programs under the Social Security Act, the services of child-welfare workers have been increasingly available to

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children in the communities in which they live, with local recreation resources being used as fully as possible. Children living in institutions are also a concern of child-welfare workers, and opportunity for voluntary play and participation in clubs is considered an essential feature of the total effort to help the child build a feeling of security and adjust himself to the special conditions under which he lives.

In looking forward to the Midcentury Conference on Children and Youth to be held in 1950, the bureau recognizes that attention must be given to those recreation and leisure-time services which help children and youth achieve positive growth and adequacy in their homes, jobs and their communities.

Public Housing Administration — This agency is charged with the administration of the following six housing programs:

1. Public War Housing
2. Homes Conversion
3. Defense Homes Corporation
4. Veterans Re-use
5. Subsistence Homesteads and Greenbelt Towns
6. Low-Rent Housing

Since all of the above programs, with the exception of that of the low-rent housing, are in various stages of disposition — projects being sold, transferred to municipalities and leases terminated — the Public Housing Administration is shifting its emphasis on recreation activities to the low-rent program. However, during the war period, recreation activities in war housing projects were stressed in order to provide the necessary recreation requirements to permit capacity operation of war industries. Numerous projects were so remotely located that they required the building of complete recreation facilities.

Policy determinations, requirements and standards established by PHA Central Office govern the building and operation of projects by local housing authorities. The following policy has been established for the provision and operation of recreation facilities:

"Local management shall be responsible for planning, developing and maintaining working relationships and agreements with local community service agencies, for the provision of . . . recreation facilities and services to meet the needs of the residents of the development. It shall discharge those responsibilities in such manner as to promote the maximum application of the resources of community service agencies in meeting these needs. Where necessary facilities cannot be provided by the local community service agencies, the public housing agency shall provide such facilities as a part of the development in accordance with PHA Minimum Physical Requirements."

The basic philosophy of PHA is to utilize existing facilities of the community in all areas where such are available and where the location of such facilities are suitable for project use. In selecting the site for a housing project, consideration is given to existing facilities. Where facilities are to be developed in the project, minimum standards are established for indoor and outdoor recreation areas. Provision for necessary expenditures for maintenance and upkeep of the facilities is made by PHA only when it is not possible to negotiate agreements with local community service agencies for these costs. No funds are permitted by PHA for direct leadership in recreation activities, but local housing authorities can make small expenditures for miscellaneous items of equipment and supplies.

Since it is the policy of PHA to integrate, insofar as possible, the recreation activities of a housing project with those of a neighborhood or a community, leadership is expected to include the housing project as a unit of the neighborhood or the community.

With joint planning, communities become cognizant of the fact that families living in housing projects are as much a part of the neighborhood or the community as any other group of families; thus greater benefits are derived by project families from all of the community's services.

Bureau of Reclamation—With the National Park Service acting as its agent, this agency plans for the protection and utilization of the recreation resources of reclamation projects, and proposes

The President's Committee on Religion and Welfare in the Armed Forces has been created by executive order "to encourage and promote the spiritual, moral and recreational welfare and character guidance of persons in the armed forces, and thereby to enhance the military preparedness and security of the nation." This committee has undertaken responsibility for a program of the organization of communities for service to the armed forces. It has supervised field investigations and surveys of defense installations in thirty-six regions in the United States, Alaska, Europe and the Pacific, and of the civilian communities adjacent to them.

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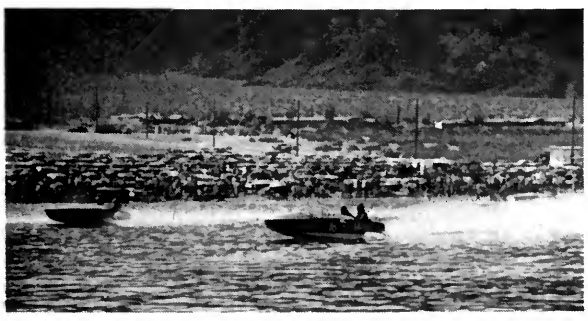
to develop appropriate recreation facilities.

For many years, the bureau has permitted fishing, boating, picnicking, swimming, hiking and similar activities on its reservoir areas and, in some cases, has allowed private individuals to camp, erect cabins and operate limited concession facilities. Some of the recreation developments have been operated by state or local agencies under permit.

Since 1944, it has given special consideration to recreational potentialities in all of its investigations of reservoir projects. The National Park Service investigates and appraises the scenic, scientific, historical, archeological and recreational developments and other factors. It also considers the impairment or destruction of existing recreational values that might result from construction of the reservoirs and other water-control structures. The Smithsonian Institution assists the park service in archeological surveys and salvage operations. The Fish and Wildlife Service investigates fish and wildlife aspects and makes recommendations relating to fishing and hunting. These recommendations are incorporated in the bureau's project reports so that proper consideration may be given to the recreational aspects of each project when the proposal is reviewed by other federal and state agencies and by the Congress. Except for the Missouri River Basin project, for which funds are allotted by the bureau, Congress now makes a direct appropriation to the National Park Service for these river basin studies. For several years, however, this work was financed by the bureau.

For those areas where it has been determined that recreation facilities should be provided, except in the national forests, the National Park Service prepares complete master plans, layout plans and detailed working drawings for roads, structures, plantings and so on, with funds advanced by the bureau.



Bureau of Reclamation

Improvement of rivers, waterways and the creation of related recreation activities are government concerns.

U. S. D. A. Extension Service, photo by Ed. Hunton

Extension personnel help rural people work out recreation programs. Many provide activities for families.

Except for the recreation areas and facilities that will be administered by the National Park Service or the Forest Service, it is expected that most of these will eventually be administered by appropriate state or local agencies. The National Park Service, acting as agent for the bureau, will then consult and negotiate with such agencies and prepare agreements for suitable administration.

Additional Agencies

In addition to the activities of the above governmental services, the programs of a number of other agencies contribute to the recreation resources of the country. Among them are the following:

Bureau of Indian Affairs—Provides limited recreation opportunities for the public on Indian lands, as well as facilities and programs for the Indians themselves.

Bureau of Land Management—Makes available the use of the public lands for essentially all forms of recreation. The bureau also has authority to sell, lease or exchange to the states and their political subdivisions unreserved non-mineral lands which have been classified as chiefly valuable for recreation purposes.

The National Capital Park and Planning Commission—Plans and acquires an adequate system of parks, parkways and playgrounds to preserve the forest and natural scenery in and about the national capital, and to prepare a coordinated city and regional plan for the District of Columbia and environs.

Federal Security Agency—The Public Health Service furnishes information on sanitary problems relating to construction and operation of

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park recreation developments, such as swimming pools, camps and beaches.

Public Roads Administration — Cooperates with the National Park Service and the Forest Service in constructing roads on areas under the jurisdiction of these services. As a considerable part of the national use of all public roads is estimated to be for recreation purposes, the total program of this agency has an important bearing on the recreation of the people.

Bureau of Community Facilities—Administers federal grants and aids made in connection with the defense and war program for recreation facilities and services to local communities. It also disposes of recreation properties to local and federal governmental agencies.

Soil Conservation Service—Has set aside and developed recreation areas in connection with its land utilization projects.

Tennessee Valley Authority—Assists state and local governments within its area of operation to plan and organize a number of demonstration parks, most of which are transferred to state or local agencies for administration.

Directory of Federal Recreation Agencies

The following federal agencies, as part of their functions, are concerned with recreation for the public:

WASHINGTON, D. C.

Corps of Engineers, Department of the Army
National Park Service, Department of the Interior
Fish and Wildlife Service, Department of the Interior
Forest Service, Department of Agriculture
Extension Service, Department of Agriculture
Office of Education, Federal Security Agency
Children's Bureau, Federal Security Agency
Public Housing Administration, Housing and Home Finance Agency
Bureau of Reclamation, Department of the Interior
Bureau of Indian Affairs, Department of the Interior
Bureau of Land Management, Department of the Interior
Soil Conservation Service, Department of Agriculture
Public Roads Administration, General Services Administration
Bureau of Community Facilities, General Services Administration
National Capital Parks and Planning Commission

KNOXVILLE, TENNESSEE

Tennessee Valley Authority

Recreational Use of Water Resources

CONCERN FOR THE adequate development of the nation's water resources for recreation has increased in recent years, particularly because of the Federal Government's extensive program in the creation of new water areas in connection with flood control and power projects. Recently, President Harry S. Truman appointed members to the President's Water Resources Policy Commission. They include Morris L. Cook—chairman, Gilbert F. White—vice chairman, and Paul S. Burgess, Lewis Webster Jones, Samuel B. Morris, Leland Olds and Roland R. Renne.

The chairman of the commission has invited the National Recreation Association, along with other interested national organizations, to submit a statement outlining the association's recommendations as to what the basic policy for the recreational use of the nation's water resources should include. In response to this invitation, Joseph Prendergast, Executive Director of the association, wrote the following to Mr. Cooke.

"The National Recreation Association has long been interested in the fullest possible use of all land and water areas for the recreation of the people. It has cooperated with various federal government agencies from time to time, including the assignment of a staff member to work with the National Resources Board at the time it made its study of federal water resources and recommended a policy for their utilization. At special meetings during recent National Recreation Congresses sponsored by the association, recreation leaders from all over the country have met with representatives of the Corps of Engineers and other federal agencies to discuss recreational use of water areas . . .

"The Federal Government has a direct and large responsibility for the provision of certain types of recreation areas . . ."

The Federal Inter-Agency Committee on Recreation has accepted the request of the President's Water Resources Policy Commission to act as its subcommittee, and to prepare a report on recreation as related to the nation's water resources.

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Historically Speaking

Land and Water Areas Made Available for Recreation

1864—First federal land made available for recreation.

1871—Bureau of Fisheries established in Department of Commerce.* Use of federal areas for conservation of fish, wildlife and other natural resources during this period.

1872—Yellowstone National Park created.

Recreation provided in connection with development by the Corps of Engineers of coastal and inland waterways and beach erosion control.

1885—Bureau of Biological Survey established in Department of Agriculture.*

1897—Use of national forest areas for recreation.

1906—President authorized to establish national monuments by proclamation to protect historic, prehistoric and scientific features.

1915—Additional authority granted for additional recreation uses of forest areas.

1916—National Park Service created for unified administration of national parks, monuments and historic sites, then or thereafter assigned to the Department of the Interior.

1926—Authority granted to sell, lease, or exchange to the states and their political subdivisions unreserved non-mineral lands which have been classified as chiefly valuable for recreational purposes.

(*Continued on next page*)

*These two bureaus became part of the Fish and Wildlife Service of Department of the Interior in 1940.

Recreation Services

1867—Office of Education established to serve educational institutions and agencies; recognized relationship of education to recreation from the first.

Nationwide programs for conservation of fish, wildlife and other natural resources inaugurated during the closing years of this period.

1912—Children's Bureau created. Services in the field of recreation for children included in its program.

1914—Establishment of Agricultural Extension Service provided vehicle for stimulation and cooperative planning of recreation in rural communities.

1933—Emergency work relief programs authorized included *services* to states and localities in *developing facilities and providing program leadership.*†

Federal housing programs inaugurated included recreation planning and services.

Resettlement Administration provided recreation leadership to residents of its communities.

1935 and **1936**—Congress authorized the National Park Service to cooperate with other federal agencies and the states in recreation planning.

1936—Technical Committee on Recreation created by Interdepartmental Committee to Coordinate Health and Welfare Activities to study fed-

(*Continued on next page*)

†Program related to *services* and *development* of land areas.

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Land and Water Areas Made Available for Recreation

(*Continued from preceding page*)

1930—Congress authorized the preservation of recreation values along water routes in an area in northern Minnesota.

1933—All national monuments, national military parks and other related areas, until then administered by the War Department or the Forest Service of the Department of Agriculture, transferred to National Park Service.

Emergency work relief programs authorized included *services* to states and localities in *developing facilities and providing program leadership.**

Civilian Conservation Corps assisted federal, state and county government agencies in developing areas and facilities.

1935—National policy declared by Congress relating to preservation of historic sites, buildings and objects for public inspiration and benefit.

1936—Establishment of Lake Mead (then Boulder Dam) as the first national recreational area and assignment of administration to the National Park Service under interbureau agreement with the Bureau of Reclamation.

1942—Transfer to the states of recreation demonstration areas developed by the National Park Service authorized by Congress.

1944—Congress authorized the Department of the Army to provide for the recreation use of reservoir areas under its control. Responsibility for this was assigned to the Corps of Engineers.

1948—Authority granted for disposition of surplus federal properties to state and political subdivisions for parks, recreational areas, historic monuments and wildlife purposes.

*Program related to *services* and *development* of land areas.
From "The Role of the Federal Government in the Field of Public Recreation," issued by the Federal Inter-Agency Committee on Recreation, June, 1949.

NEW HANDICRAFT
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BOYS and GIRLS
Fascinating handicraft for children 4-14. Makes gifts, novelties for a penny or two apiece. Versatile . . . creative . . . inexpensive. Fits in perfectly with your camp program. All you need is one $2.50 outfit including one machine and supplies for 50 novelties. Children teach themselves from directions worked out by an experienced hobby-group leader. Worth investigating! Counselors — send for free illustrated folder showing samples of finished novelties.
THE HOPEDALE INDUSTRIES • Canadensis, Pa.

Recreation Services

(*Continued from preceding page*)

eral recreation services and recommend plans for coordination and extension of services.

During this period, several federal agencies developed recreation programs for their own employees.

1940—U. S. Travel Division created to encourage and promote travel in the United States.

Army and Navy developed broad war recreation programs for their personnel. American Red Cross undertook recreation services in on-the-post hospitals and in communities in combat areas. A temporary Division of Recreation was created in the Federal Security Agency for stimulating and advising communities regarding recreation for servicemen and war workers; for maintaining relationships with the United Service Organizations; and for recommending to the Federal Works Agency projects for federal war recreation buildings and services.

Veterans Administration developed widespread recreation programs in its hospitals and institutions.

1946—The Federal Inter-Agency Committee on Recreation was organized for self-coordination and joint planning designed to meet the increasing demand for recreation facilities and services.

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Under Direction of

Sarah Gertrude Knott

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Folk Dancing, Music,
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Under Direction of Nationally
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TWO SESSIONS

August 13 to August 19

August 20 to September 1

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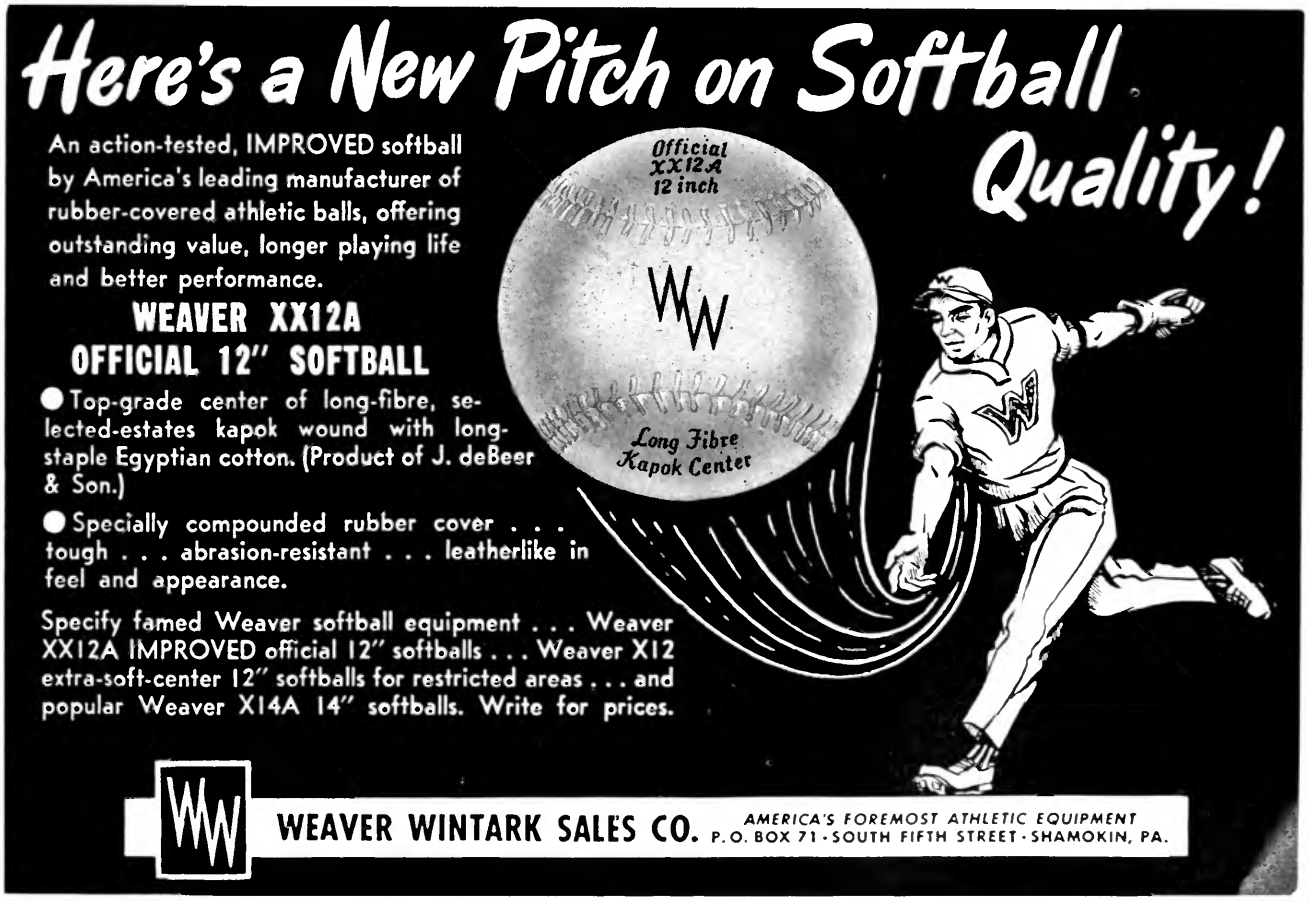
SUMMARY OF AREAS ADMINISTERED BY NATIONAL PARK SERVICE*

Type of Area	Number	Federal Land (Acres)	Visitors
National Park System:			
National Parks	28	11,419,549.74	12,805,974
National Historical Parks	5	10,324.71	1,472,522
National Monuments	86	9,383,477.29	4,804,533
National Military Parks	11	24,076.65	1,709,718
National Memorial Parks	1	58,341.26	81,965
National Battlefield Parks	2	3,778.65	254,134
National Battlefield Sites	6	188.33	
National Cemeteries	10	217.01	
National Memorials	10	1,988.71	1,073,879
National Historic Sites	12	2,874.74	877,077
National Parkways	3	61,384.15	1,431,000
National Capital Parks (Metropolitan System)	1	29,046.52	3,234,678
Total, National Park System	175	20,995,247.76	27,744,480
Other Areas:			
National Recreational Areas	3	2,009,833.00	4,119,700
National Historic Sites	1	40.00	
National Demonstration Areas	2	16,001.28	
Total, Other Areas	6	2,025,874.28	4,119,700
GRAND TOTAL	181	23,021,122.04	31,864,180

*The figures relating to number and acreage were revised as of March, 1950; visitors are for the travel year ending September 30, 1949.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Specify famed Weaver softball equipment . . . Weaver XX12A IMPROVED official 12" softballs . . . Weaver X12 extra-soft-center 12" softballs for restricted areas . . . and popular Weaver X14A 14" softballs. Write for prices.
Official XX12A 12 inch
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Recreation Facilities and Services Of Four Federal Agencies*

THE following table indicates the recreation facilities and services provided by four federal agencies: the Corps of Engineers, Department of the Army; the Forest Service, Department of Agriculture; the Fish and Wildlife Service, Department of the Interior; and the National Park Service, Department of the Interior. The table illustrates the extent to which these federal agencies have been authorized to provide a variety of recreation facilities and activities. In addition to those provided directly by these four agencies, many facilities and services are furnished under agreement with them by other governmental agencies or commercial concessioners.

In the table that follows, the headings "Authorized," "Status," and "Should Be Done" are to be interpreted as follows. They do not indicate a priority.

Authorized means that the agency is authorized to provide or permit the facility or activity on appropriate areas. For instance, restaurants may be authorized, but would not be built or permitted on areas needed for higher priority use.

Being Done means that the facility or activity is being provided in accordance with present authorization and practice.

Adequately Done means that the facilities or activities provided are sufficient to meet the present need. If the agency reports that an activity should not be done, no symbol appears under this heading.

Should Be Done means that the agency believes that the facility or activity should be provided in appropriate areas.

In the table that follows, "E" represents the Corps of Engineers; "F," the Forest Service; "P," national parks and other areas of the National Park System; "R," Reservoir Recreation Areas administered by the National Park Service; and "W," the Fish and Wildlife Service.

*Adapted from "The Role of the Federal Government in the Field of Public Recreation," issued by the Federal Inter-Agency Committee on Recreation, June, 1949.

ITEM	Authorized		Status				Should Be Done	
			Being Done		Adequately Done			
	Yes	No	Yes	No	Yes	No	Yes	No
Boating & Boat Docks	E, W, PR, F		W, PR, F		W	PR, F	W, PR, F	E
Camping	E, W, PR, F		E, W, PR, F		E, W	PR, F	E, W, PR, F	
Dog Trials	W, R, F	P	W	PR, F	W		W	PR, F
Fishing	E, W, PR, F		E, W, PR, F		E, W, P	R, F	E, W, PR, F	
Group Picnics	E, W, PR, F		E, W, PR, F		E, W	PR, F	E, W, PR, F	
Hiking	E, W, PR, F		PR, F	W		PR, F	PR, F	W
Hotels, Lodges & Cabins	E, W, PR, F		W, P, F	E, R	W	PR	W, PR	E, F
Hunting	E, W, R, F	P	E, W, R, F	P	E, W	R, F	E, W, R, F	P
Interstate Trail Systems with Trailside Huts	PR, F	W	P, F	W, R		P, F	P, F	W, R
Nature Study	E, W, PR, F	W, PR, F	W, PR, F		W	PR, F	PR, F	
Organized Camps	E, W, R, F	P	W, F	PR	W	R, F	E, W, R, F	P
Organized Sports	E, R, F	W, P	R, F	W, P		R	R	W, P, F
Picnicking	E, W, PR, F		E, W, PR, F		E, W	PR, F	E, W, PR, F	
Restaurants	E, W, PR, F		PR, F	W		PR	PR	W, F
Riding	E, W, PR, F		PR, F	W		PR, F	PR, F	W
Skiing	E, W, PR, F		P, F	R, W		PR, F	PR, F	W
Swimming	E, W, PR, F		E, W, PR, F		E, W, P	R, F	E, W, PR, F	
Wilderness Areas	W, P, F	R	W, P, F	R	W, P, F		W, P, F	R

International Recreation

As revealed by inquiries reaching the National Recreation Association

Swedish Travel Information Bureau, Inc.

Interest in the recreation movement is growing in many lands. In Sweden, all schools have one week of winter sports holidays; young people go into the highlands for skiing.

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International RECREATION

SINCE ITS FOUNDING in 1906, the National Recreation Association has helped in the promotion of recreation in other lands. Increasingly, its services have been extended to all corners of the earth and its publications have influenced the development of recreation. In many cases, the association has set a pattern for similar organizations in other countries. Foreign visitors seeking to gain a picture of recreation in the United States invariably call at the association's headquarters. Frequently, in addition to information and literature, they are given guidance in planning itineraries of travel and are helped to get in touch with persons and agencies in the cities that can make their visits most profitable. Letters from individuals and organizations seeking advice, information and literature on recreation subjects reach the association in large numbers.

A summary of such NRA services—entitled "Internationally Speaking"*—was published in the September 1948 issue of RECREATION. This told the story of the part the association has played in the foreign picture. It included a world map indicating the areas and countries receiving publications and service during a recent four-year period and showing the world-wide contacts of the association. Reference was also made to the First International Recreation Congress held in Los Angeles in 1932, which was organized by the association with the cooperation of an advisory committee on which thirty-three countries were represented.

Since the end of the Second World War, interest in recreation has been manifested to a greater degree than ever before in many foreign countries. Their requests for help cover such matters as the development of centers for youth and for community groups of all ages; city planning for recreation; the design and equipment of parks, recreation areas and facilities; the development of sports programs and of physical recreation activities. The destruction of recreation libraries in war-torn areas resulted in numerous requests for recreation publications. Leaders considering the establishment of a national recreation movement or asssociation have come to the headquarters office or have written letters seeking information as to the origin, organization and services of the NRA.

The results and values of National Recreation Association assistance in such instances reveal themselves in the healthy growth of recreation in all parts of the world, and in letters of appreciation and encouraging reports received at the association office.

A complete account of these services and relationships cannot be presented here. The following list of typical inquiries, however, reveals major recreation interests and significant developments, and points out some of the recreation aims and objectives of leaders throughout the world. It affords a supplement to "Internationally Speaking," mentioned previously.

Occupied Countries

Recreation has played a fundamental role in plans for restoring the occupied countries to a peacetime basis and in fostering democratic ideals among these peoples. Personnel of the occupation forces and local organizations under their sponsorship, as well as native leaders, have turned repeatedly to the NRA for assistance. Quantities of literature have been sent at the request of such groups as the German Office of Youth Activities and the Group Activities Branch of the Office of Military Government in Germany, the Free Youth Association and German Youth Centers and of comparable groups in Japan. These publications have been translated into German by the Civil Affairs Division and the Education and Religious Affairs Branch of the Military Government and by the Japanese Government.

The association has assisted the German Youth Activities Office by helping arrange for local recreation authorities in the United States to cooperate in its "Youth Helps Youth" project, whereby young people in Germany became acquainted with American boys and girls through correspondence. NRA workers have actively cooperated with the German Leadership Project†

*Copies of a reprint of this article are available from the association upon request.

† See page 590, March, 1950 issue of RECREATION.

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sponsored by the National Welfare Assembly and involving the planning of visits for more than 125 German leaders who are interested in American community recreation. Governmental agencies have been assisted by the personnel department of the association in recruiting recreation leaders for service with the armed forces and for youth services in the occupied areas. Reports received from Japan indicate the exceptional revival of recreation in that country.

Austria—The chief, Public Welfare, Education and Youth Activities Department, United States Army in upper Austria wrote: "A major part of our work here involves the promotion of activities for Austrian young people in the form of youth centers, summer camps, playgrounds under combined American and Austrian sponsorship . . . Two youth centers have been organized to serve as a demonstration for further expansion to the other cities." He requested assistance in securing publications "to aid us in guiding the development of public recreation, youth activities and lay leadership in Austria." Among other things, he asked for a subscription to RECREATION.

Germany—A group of American wives, sponsoring a German girls' program, requested suitable material. Another requested information on the construction of playground apparatus for an outdoor playground at a post school, planned for pre-school children and being established by a women's club.

A representative of the Intelligence Division of H.I.C.O.G. requested plans and specifications for the construction of simple playground apparatus for use on a playground. This, arranged with the Berlin city authorities, is to be equipped and supervised by an international work camp this summer.

Japan—The president and the advisor of the Japan National Recreation Association, both of whom attended the International Recreation Congress in 1932, called to discuss plans for the newly reorganized Japan association. NRA experience was shared with them and, in addition, they were given much material on programs, especially for youth and for rural communities. Later, a member of the board of directors of their association, while in New York with a delegation from the Japanese Diet, received help with plans to observe recreation facilities in this country.

An official of the National Prison of Japan, in charge of education and recreation for prisoners, reported experiments in the development of programs for the inmates of the prisons and reformatories, and requested information that would be

Reprinted from *"Europe's Children,* 1939 to 1943" by Therese Bonney. Published by Duell, Sloan and Pearce, Inc. Copyright 1943.

Europe's children are so helpless . . . In recreation they can forget horrors of war.

useful in this work as well as in youth and scouting activities. Another letter, from the National Committee of YMCA's of Japan, brought a request for material to help in developing a national program of recreation for the National Prison Association and for the school that specializes in training for seamanship.

One of the founders of the Tokyo Playground Association, who is in charge of the training of the kindergarten leaders, while studying in the United States, called to renew a former contact with the association. She was given literature, information and help in planning visits to a number of American cities.

The chief of the Social Research Department of Public Welfare in Osaka, who visited the NRA office in 1936, wrote of plans "to establish a new committee to promote citizens' recreation, sponsored by the municipality and managed by private citizen leaders." After acknowledging receipt of material he said: "Making available these precious reference data for the better management of municipal recreation work, I have translated them into Japanese and am now distributing them free of charge among public service officials and private social work leaders concerned with recreation work."

The physical education officer of the Civil Information and Education Section of the Army wrote that the recreation program for the Japanese people had been made one of his assignments. He requested information on many subjects — for use "in launching our campaign."

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Netherlands Information Bureau

The canals of the Netherlands offer good opportunity for skating in the winter and boating in the summer.

The British Commonwealth

Rapid strides in the development of recreation were made in several of the nations in the British Commonwealth between the two world wars, and significant advances have been reported during the last few years. Interest in physical recreation, city planning for recreation and the development of community centers is especially keen. Evidence indicates that recreation in these countries was stimulated, and recreational habits influenced, by the American troops stationed there in large numbers during the war.

Australia—The Commonwealth fitness officer of the Department of Health called to secure information about the NRA and the organization and administration of recreation in the United States. Since the Commonwealth of Australia appropriates funds for physical recreation, some of which are available to provinces and municipalities, information also was sought on local, state and federal relationships. Suggestions were offered as to places in the United States which might be visited.

Several requests for information have been received from the Recreation and Leadership Movement for use in a study school on community recreation. The organization was interested in studying the principles of the recreation movement in the United States, leadership standards and the National Recreation Congress.

The assistant city engineer in Sydney visited this country to observe the design and construction of all types of recreation areas and facilities. He discussed planning problems with planning specialists on the NRA staff and was given information on the functions of the association, city planning for recreation and the training of playground leaders.

The director of the Australian YMCA College came to the association recently to get help and suggestions for the organization of a National Recreation Association of Australia. He was also interested in finding out the present status and future plans for an international recreation congress.

Canada—The association cooperates closely with recreation leaders in Canada. Members of the staff have prepared plans for recreation areas and buildings in several Canadian cities and have participated in several of their national recreation meetings. Association specialists have also conducted recreation training institutes for Canadian leaders; and requests for literature are filled.

Ceylon—The chief playground instructor in Colombo, in making a study of playgrounds and recreation in the United States, requested information as to places he might visit and related problems.

England—The director of the National Federation of Community Associations, seeking a detailed picture of community center development here, asked for specific information relating to types of centers, their organization, financial support, relationships and programs.

The Save the Children Fund, proposing to erect a demonstration junior club and playground in a crowded London district, asked for help. Also, the secretary of one of the oldest settlements in London requested information for use in a study of what new type of organization can reach the delinquent or near-delinquent boy who is not being served effectively by existing agencies. He also wanted to know about youth programs.

Literature and information on a variety of subjects have been exchanged with the Officer for Overseas Work, Central Council of Physical Education, which publishes the monthly, "Physical Recreation".

India—The Labor Welfare Department, Bombay, requested literature on playground and recreation activities and catalogues of play equipment to help in the development and operation of playgrounds attached to labor welfare centers run by the government.

The worker in charge of Juvenile Aid Work under the Indian Government, which was taking over the service formerly rendered by the Children's Aid Society, called to learn about the work of the NRA and its relation to local, state and federal agencies. He was given letters of introduction to recreation executives in several cities.

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The newly appointed planning engineer for the Telephone and Telegraph Workshops of the Indian Government called to learn about association work and publications for he felt that a similar movement should be undertaken in India. Since returning to his own country, he has been active in promoting such a movement.

New Zealand—The chairman of a community center association in Wellington requested information on community centers, youth centers, publicity and finance to help in its own center and in the promotion of six others.

Scotland—The honorable secretary of the Aberdeen Old People's Welfare Council asked for ideas on recreation for the elderly for the first club of this kind to be opened in the city — in a large remodeled garage. He stated: "The ultimate aim of the council is to establish others."

The Southwest Scotland Electricity Board wrote: "We have in this country little guidance on the important question of how to organize and integrate the social activities of the employees of an industry." He asked for advice and literature.

Trinidad—The social welfare field officer of the Trinidad-Tobago Welfare Limited asked for literature on recreation, gymnastics and community singing to be used in the promotion of recreation in rural clubs.

Union of South Africa—The director of the Social Welfare Department in Johannesburg, in considering the establishment of community centers, requested information relating to planning, financing, management and operation. Later, many questions were asked as to what policies are adopted in this country in relation to the use of such centers by various organizations.

The senior supervisor of play centers in the same city spent approximately a year in the United States studying recreation methods, programs and so on, with special interest in music, camping and activities for underprivileged children. The association helped with her itinerary of travel, provided her with letters of introduction and welcomed her at the National Recreation Congress.

The secretary-organizer of the Donaldson Orlando Community Center in the same city requested literature and information regarding rules for indoor and outdoor games for use in clubs.

The secretary of the Playing Fields Association in Port Elizabeth wrote: "I am anxious to obtain all the information regarding similar organizations in other parts of the world." He stated that for the time being the chief task is to encourage local authorities to do their part in establishing community recreation facilities, but that with the Capetown Association, his organization hoped eventually to have a National Playing Fields Association functioning in every part of South Africa.

Other Nations

Belgium—The chief inspector, Physical Education, Sports and Outdoor Activities in the Ministry of Public Health, requested information and literature on recreation, parks, swimming pools and athletic fields. This was to be used in the job of examining and advising on requests for government grants for the construction of recreation facilities, and of controlling subsidies for operation of recreation areas and sports federations.

The director of Social Service in Antwerp, in writing for information, stated: "We here in Belgium are only at the beginning of a new conception in educational matters and are trying to create a service that can give help to the youngsters." He later requested permission to translate several publications for educational use.

China—The general secretary of the YWCA in Nanking, China, in the United States under the United Nations fellowship program, sought information as to leadership training methods, college and university courses and ways of organizing, financing and conducting community recreation programs.

An American worker in a Chinese Christian Mission requested material which she could use as director of recreation for Chinese children and in teaching a group of young men to direct playground activities in their local schools.

Cuba—The Ministry of Education requested information to help the national director of Sports, Public Welfare and Recreation "to develop and encourage the organization of societies and groups

Australian News and Information Bureau

Bushwalker clubs are very popular in Australia. This is one sport that doesn't break up the family circle.

devoted to the pursuit of recreation. The material you send, with an outline of your objectives, will be translated into Spanish."

Czechoslovakia—Literature, plans and information were sent to a group engaged in building a model playground for young children in a public garden in Prague.

Denmark — A representative of UNESCO called to find out about the purpose, beginnings, support and activities of the NRA in order to urge the creation of a similar organization.

France—A representative of the Sports and Physical Education Division of the Ministry of Education,* who was spending a year here for study and observation, desired full information regarding the association and the development of recreation nationally, especially its relation to education and volunteer agencies. His interest in recreation resulted from observation of its demonstrated value during a five-year period in a prisoner-of-war camp.

Greece—The playground director, Near East Foundation in Athens, was sent a comprehensive set of literature to replace his library lost in the war and also other information on a variety of subjects. The Athens Playground, developed with the help of the NRA, was taken over by German troops during the war, but was returned to its proper use in 1949.

An organization which includes the care of the debilitated children of army officers and veterans has established a preventorium and a summer camp. It requested literature and suggestions for the recreation of young children.

Ireland—The secretary of the Civics Institute of Ireland, which supervises the Dublin Municipal Playground and has started playgrounds in other cities, requested information as to the training, duties and remuneration of playground workers.

Java—Writing from Holland, a former teacher in the Java Government Training School for Teachers in Physical Culture asked for recreation material to be used when he returned to his work. He reported having become acquainted with NRA literature while a prisoner of war.

Israel—The educational director, State Department of Public Welfare, called to secure information that would be useful in providing recreation for three groups: (1) people, especially children, in refugee camps; (2) people in homes and institutions for children and for adults; and (3) children and youth in slum areas.

The director, Youth Bureau, State Ministry of Education,* interested in developing a recreation program in Israel, sought information on many problems, such as those of local, state and federal relationships, state home rule legislation.

The supervisor of Hadassah-Guggenheimer Playgrounds, after corresponding with the NRA for more than twenty years and taking its correspondence course, called to express gratitude.

A representative of Children to Palestine asked help in planning provision of a playground in each of the communities in Palestine where groups of from one hundred to two hundred children are greatly in need of such services. These children have either lost their ability to play or never had an opportunity because of the years spent in concentration or displaced persons' camps.

Netherlands — The Planning Department, Province of North Brabant, requested area plans and information on standards to be used by a committee charged with working out a plan for the provision of recreation areas and facilities.

Philippines—A quantity of literature was sent to a committee planning the rebuilding of the Manila Polo Club which was bombed during the war. Plans include not only a clubhouse and polo field, but a children's playground and pools.

Poland—Through the American Federation of International Institutes, much material was sent to an American worker in an UNRRA displaced persons' camp in Poland where there was a desperate need for helping American personnel to develop recreation for the unfortunate children and adults confined in the camp.

Sweden—The Swedish Golf Union requested information as to literature, films and statistics on municipal golf courses for use "in the initial stages of planning the first municipal course in Sweden."

A Stockholm architect,* visiting the United States on a fellowship to study layout and design of recreation areas, is employed by the local park department to design a new municipal park.

Venezuela—The general secretary, Caracas YMCA, has asked for help in meeting a request from the Ministry of Labor to prepare a program of sports and physical activities for laboring men. The plan is to specify types of activities, locations and materials for play fields, promotion methods.

The welfare officer, Caribbean Petroleum Company, sought help in making leisure time more desirable for the residents of twelve camp communities operated by the company. He was especially interested in the design and equipment of recreation areas and in recreation activities of various types including those for women's groups.

* Received help in planning itinerary of travel in this country for the purpose of observing recreation developments, and letters of introduction to recreation and/or park and/or civic leaders.

Canada

"No one can survey the social scene in Canada today without being impressed by the rapid growth of the recreation movement, especially in its public sector." This statement, by the Canadian Welfare Council in its annual report for 1949, is substantiated by the many evidences of widespread interest in recreation in Canada during recent years. The variety and diversity of public and private agencies that are providing recreation at the local, provincial and Dominion level make it extremely difficult to give in a brief statement an accurate picture of recreation in Canada today.

National Agencies—The Parks and Recreation Association of Canada includes in its membership park and recreation authorities in municipalities from coast to coast; and it is representative of many interested organizations. Among its services are the publication of a bulletin, "Young Canada," and a quarterly magazine, "Parks and Recreation in Canada," the holding of a national convention and a consultation service. It provides a medium for the exchange of ideas and experience among the recreation leaders of the Dominion.

The Physicial Fitness Division of the Department of National Health and Welfare in Ottawa, under a physical fitness act, makes available for the promotion of a fitness and recreation program a sum of $250,000 annually. The division issues an "Information Bulletin," other publications such as a "Guide for Leaders in Community Recreation," arranges conferences, produces films and provides consultation service to localities. In 1949 it convened a national conference of sports governing bodies. The provinces participating in its program match the Dominion grants dollar for dollar and relay the funds on to the municipalities on a similar matching basis.

The National Parks Bureau, which administers some of the most magnificent scenic areas in Canada for the recreational use of the people, has appointed a recreation director. The Recreation Division of the Canadian Welfare Council, which employs an executive secretary, fosters the use of the group work method in recreation, and helps guide developments in the recreation field. Other national agencies concerned with recreation are the Canadian Citizenship Council, the Canadian Association for Adult Education, the Canadian Camping Association, the Canadian Broadcasting Corporation and the National Film Board. "Youth and Recreation," issued by the Canadian Youth Commission, contains an analysis of provisions for recreation in Canada and recommendations for making them more effective. Voluntary agencies such as the YMCA provide many forms of recreation service.

Provincial and Local Agencies—Most of the provinces, under the Dominion fitness scheme, have appointed advisory councils to help in developing effective recreation programs. The Province of Ontario has its own program, operated under the Department of Education, with grants-in-aid to municipalities. Some seventy communities have set up local recreation commissions which are participating in the scheme. The Saskatchewan Recreation Movement functions entirely as a promotional body to stimulate in-

National Film Board Photo, Canada

Saskatchewan program ranges from pre-school to adult activities. Above, students make up for drama.

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terest, locally and provincially. It provides professional consultation services both at the home office and in the field, program suggestions, publicity for community efforts, leadership training, and assists and coordinates existing organizations doing work in the field of recreation.

The importance of recreation as a major resource was recognized at the third annual British Columbia Natural Resources Conference, held early in 1950. At this meeting, a recreation committee on which public and private agencies were represented submitted a comprehensive report on problems of recreation resource utilization. Among topics covered were: the relative significance of recreation; methods of estimating present and future recreation needs; the relative significance of various forms of recreation; the allocation of resources to specific recreation uses and their protection; and the recreation resource-use problem of municipalities, clubs and organized groups.

Municipal recreation programs, varying in nature and extent and under various local auspices, have been established in hundreds of communities in Canada. According to the secretary of the Parks and Recreation Association of Canada, $13,000,000 was spent by park and recreation departments at the municipal level in 1948, most of it for activity programs provided by recreation, park and school boards. About 200 communities and counties employ full-time recreation directors; somewhere around 2,000 full-time recreation workers and an estimated 40,000-50,000 volunteers serve the public recreation movement.* Several universities and special schools have made a beginning in the development of training courses for recreation leaders.

Major emphasis in some cities is upon the building and operating of a civic recreation center; in many others, recreation programs are operated at playgrounds and in school buildings. In Quebec, recreation programs are primarily initiated and operated by church bodies rather than by local authorities, and the parish hall is the recreation center in many communities. Supplementing the recreation programs provided by governmental agencies are the services rendered primarily on a membership basis by such agencies as Y's, Scouts, Guides and service clubs. The need for coordination of recreation agencies and for cooperative planning for recreation is recognized as a major problem by many leaders in this country.

*"New Ways to Play," *Canadian Welfare*, January 15, 1949.

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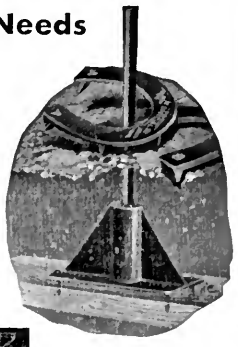

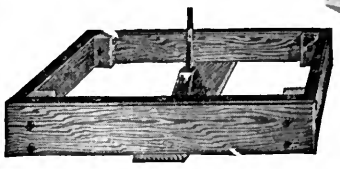

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How do our Pan American neighbors enjoy their leisure hours?

Pan America

THEIR LANGUAGE IS different; their costumes and customs inspire the visits of interested tourists; their foods are a source of inviting discovery — but how foreign are the ways of their leisure-time pursuits? If the traveler to Pan American countries anticipates very obvious contrasts here, too, for the most part, he will be quite disappointed!

The people of Pan American countries enjoy their recreation generally in the same manner as the citizens of the United States. Any differences found are usually based on historical, cultural and climactic factors, as well as on general economic conditions. For example, within the countries themselves, there is some distinction between the recreation enjoyed in larger cities or capitals and that usually found in the small towns, villages and rural areas, which still have many traces of earlier cultures.

The amount of leisure time available to the farmers and the small town dwellers is not large. The farmer or the peon works from sun-up to sun-down, and his recreation, such as it is, is enjoyed on Saturdays and Sundays. On Saturday, while at the market, he will engage in one of the most popular forms of recreation — conversation with friends, neighbors and acquaintances. Often, in the evening, after work has been done on some cooperative or community project, there may be a great feast, combined with singing and dancing.

But recreation in the larger cities is somewhat more sophisticated and "European," and more leisure time is available. Among spectator as well as participant sports, soccer is probably the most popular, with baseball gaining favor in the countries closest to the United States, and regular bullfights attracting great crowds. Tennis is as common here as in the states, and many cities offer country clubs with golf, tennis courts, swimming pools and other excellent facilities.

In Chile, the seashores and countrysides feature hiking, swimming, boating and sailing and the various country clubs. During the winter, crowds of young people leave for refugios to ski in the snowy Andes. The enthusiasm for cycling, football and basketball is reflected in the annual national and international sports matches.

The wonderland of Brazil — boasting forty-eight million inhabitants and the only Portuguese-speaking country in the hemisphere—is considered a fisherman's "paradise". Lakes, rivers, and the Atlantic Ocean abound in endless varieties of fish. Game is abundant also, both large and small. "Big game" hunters usually go to Mato Grosso for jaguar, puma, tapir, wild pig, armadillo, ostriches, crocodiles and giant storks. Facilities for various sports are found at all the leading resorts. Horse racing and automobile races are major events in Rio, and boxing and wrestling draw enthusiasts everywhere.

Most of these spectator and participant sports —plus such activities as deep-sea fishing, cockfights, the Basque game of jai-alai—are also part of the recreation of the citizens of, and visitors to, El Salvador, Nicaragua, Venezuela and Colombia.

Buenos Aires, the most populous Latin American city with its 3,371,000 inhabitants, and

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capital of Argentina, second largest nation in South America, is considered the center for lovers of sports and of the arts. Parque Palermo, the city's largest and most favored park, has beautiful grounds which extend over more than 90,000 acres. Within them are walks, roads and bridle paths, lake gardens and an outdoor theater, as well as a racetrack, polo fields and a golf course. The area also contains the Zoological and Botanical Gardens and the grounds of the Argentine Rural Society. The city has several other beautiful parks as well. The federal capital, is, paradoxically, one of the most congested cities in Latin America and, at the same time, one of the most spacious. Many green areas near the center of the city and private clubs along the river shore provide porteños with recreation facilities; nevertheless, the creation of more open space in overcrowded sections is the aim of the city's planners.

Recreation is to be combined with transportation at the ultra-modern National Airport at Ezeiza. Only 6,500 acres of the total 17,300 are devoted to the airport project. Plans for the rest of the area call for four huge swimming pools, already completed, a large children's camp for youthful Argentine vacationers, and a model village, outfitted in every detail, for airport employees. About three and a half million trees are being planted on this national playground.

Another popular recreation place of Buenos Aires is a park made of reclaimed land. It offers gardens, restaurants, an open-air theater, roller-skating and dancing. In addition, since Argentineans have such a great interest in sports, the capital and its environs possess the usual first-class facilities for summer sports, but soccer and polo rule supreme.

As far back as 1931 an article appeared in RECREATION magazine ("The Argentineans at Play," by Weaver Pangburn, November issue) which told of the Gym and Fencing Club of Buenos Aires. At that time, the club was fifty years old and had 20,000 members. Its initiation fee was eight dollars and fifteen cents and annual dues were twenty dollars. For this, members could make use of its three buildings, located at strategic points in the city, and its huge acreage of playing fields for soccer, rugby, hockey, tennis, basketball, children's play and other activities. Mr. Pangburn wrote: "To give examples of the play space provided, there are twenty tennis courts, seven basketball courts and ten fields for soccer and rugby, plus two outdoor swimming pools, a roller-skating rink, a large gymnasium, one of the best medical offices in South America, electric reducing apparatus, and five courts for pelota and sare — Spanish games. The club admits persons of all ages and both sexes. Consequently, many of its activities are family affairs."

Although sports have played a tremendous part in the recreation lives of our neighbors to the South, they have other interests as well — the arts, music, dancing, drama and other cultural and educational activities.

Plays, concerts, folk-dance programs, puppet shows are scheduled on enumerable occasions. Rio de Janeiro, in Brazil, has a wealth of fine museums and cultural institutions. A brilliant opera season runs each year from March through August at the Municipal Theater, where Toscanini first won acclaim as a conductor. A favorite social affair of Caracas, capital of Venezuela, is the Sunday morning band concert in the plaza. In the Argentine, orchestral, operatic, and ballet performances of folklore music of the provinces, showing both Spanish and Indian influences, and the tango are very popular. In Buenos Aires, concerts are presented by such musical organizations as the Wagnerian Association and the Philharmonic and Symphonic Societies, the major concert season running from May through August. Classical and modern music is particularly loved in Chile, and concerts are given not only in the theaters and opera houses, but also in the schools as part of the children's education. Music from other countries has added a cosmopolitan flavor to Chilean dancing.

Religious life and religious events are also an important aspect of recreation in both the large and small cities of Pan American countries. The religious fiestas of a Saint's Day are celebrated with great fervor and at much expense and energy. Each Mexican village annually honors its patron saint with festivities, and since there are as many saints as there are days in the year, one may say it's always fiesta time in Mexico.

The youngsters of Pan America indulge in many of the activities enjoyed by their elders but, like boys and girls everywhere, they prefer their own games, singing as they play and often making up words as they go along to suit the occasion. Many of their games are the same as those of the United States. The kite is extremely popular — even more so than here—and is called "el cometa" (the comet). When a boy wants to show his artistic taste, he ornaments his kite with a fringe of tissue paper around the bottom; and, if he is musical, he extends the sticks above the paper at the top and stretches straps of hide across them. In a strong breeze, this gives a

beautiful sound like an aeolian harp.

In a game called "carcarone," eggs are emptied of their contents through holes punched in the ends, then colored in gay hues and filled with finely chopped gilt and colored paper, or with flour or very small bits of spiced candy. Young children go about the streets or to the homes of their friends with these eggs concealed in their pockets. At unexpected moments, they smash them in the hands of each other.

Children may also avail themselves of the many games and activities planned for them in the parks and on the playgrounds of their cities and towns. The Department of Commerce of Latin America reports that, so far as known, the first playground with imported equipment was established in Mexico City in 1921. Equipment valued at about $8,000 was installed in a central park as the gift of the American colony. In 1928, the local Rotary Clubs in Mexico began giving special attention to the playground movement. Recreation grounds were planned by them for Tampico, San Luis Potosi and Piedras Negras, Coahuila. In 1929, another report stated that the Mexican Department of Education was starting to introduce physical exercise and sports into the schools of Mexico. It was proposed that athletic fields be established in at least one thousand small towns during the course of the year, in cooperation with local authorities. It was understood that an attempt would then be made to establish a thousand fields annually, with the typical American sports of football, baseball, basketball and volleyball encouraged.

The parks and playgrounds of Sao Paulo City, Brazil, have been part of the program for beautifying it for many years. In addition to those in the residential districts, the largest and best equipped parks and playgrounds have been planned for the factory sections, where they can benefit the children of poorer classes. They are in charge of trained assistants and are open to children from three to twelve years of age. Daily attendance has ranged from 150 at the smallest parks to 1,000 at the largest. When the municipality decided to create playgrounds, it found it necessary, before all, to modify the idea existing with the majority of its population that playgrounds are fields with shelters, porches and playground apparatus where children play. To establish a truer conception, it decided to define playgrounds as public parks where, through supervised recreation, children are educated — giving the program at the same time all the necessary social assistance. Educational and recreational activities on the Sao Paulo playgrounds include

Panagra

Chilean seashores are utilized for swimming, boating and sailing. Above, Torpederas Beach at Valparaiso.

gymnastics, games, pageants, tournaments, contests, clubs, music, singing, modeling, drawing, handcrafts, trips, festivals and the provision of library facilities. However, the essential characteristic of the playgrounds has been the social assistance — medical, dental and nutritional — the municipality affords children of the slums.

The park equipment of Sao Paulo includes a grassy lawn, a shelter with rooms for instructors and the doctor and having showers and lavatories, and a small tank and fountain for paddling. Also among the outdoor equipment are swings, seesaws, slides, turnabouts, and sandboxes. Games are taught, and teams have been organized for competition with other parks and schools.

Bogota, Colombia, made news in 1948 with the organization of its first modern playground. It is a gift from a professor of the University of California and will be used as a model for other playgrounds which Colombia plans to build.

Other Pan American countries boast several playgrounds and parks; some, like Bogota, are just starting to build; some, unfortunately, are still unable to realize the importance of recreation for all the people. But, on the whole, the trend is good and in the right direction. Within the past few years, an ever-increasing number of cities, towns and villages have not only been awakening to the recreation needs of their people, but have been taking concrete steps to improve the leisure-time opportunities for their young and old, rich and poor.

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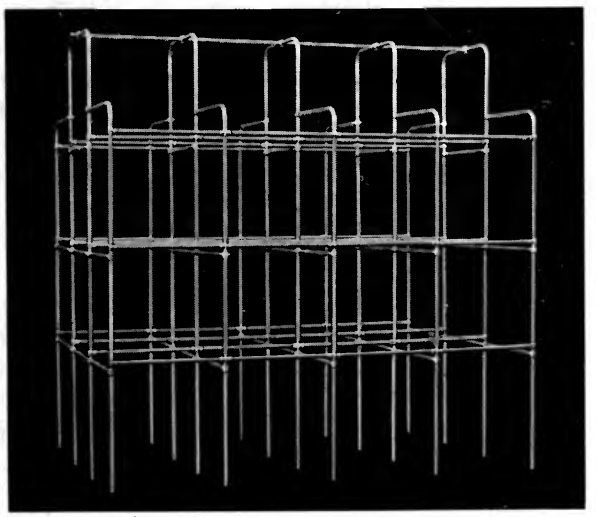

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Recent Developments in Several Countries

GERMANY The recreation program in Germany since the war has been exceedingly limited and, owing to economic conditions, a large portion of the population cannot enjoy opportunities for attractive forms of recreation. Provision for public recreation in the way of playgrounds, community centers, sports areas and parks is restricted to a few large cities. Available sports areas and gymnasiums are controlled primarily by private sports clubs in which political influence and commercialism play a large part.

The Office of the U. S. High Commissioner for Germany has taken the lead in helping to develop recreation opportunities on a democratic basis; and athletic and sports programs for both sexes are expanding. To meet the crucial need for democratically-trained leaders, a college for training sports leaders was established; training conferences for youth committees have been held; and leadership training schools and camp demonstration programs have been carried on. German leaders have been sent to the United States for training and observation of methods and programs provided by public and private recreation agencies.

Membership in organized youth groups, encouraged through the formation of community councils and youth committees, has increased rapidly. In April 1949, 10,690 youth groups with a total of 1,378,800 members were reported in the American zone. In addition, 933 youth centers and 107 youth hostels were reported, and most of the youth agencies conducted one or more summer camps for their members.

GREAT BRITAIN Non-governmental agencies continue to play an important part in the promotion and provision of recreation in Great Britain. One of these, The National Playing Fields Association, since its foundation in 1925, has spent approximately 500,000 pounds raised by public subscription in grants which have helped secure 1,200 football pitches, 650 cricket pitches, 900 tennis courts, 190 bowling greens, 263 recreation centers and 760 children's playgrounds, among others.* The association strives to ensure the acquisition, layout and construction of adequate playing fields and the provision of children's playgrounds; protects existing fields from appropriation for other purposes; publicizes and helps make effective the government grants system; and gives expert advice on layout, maintenance and legal problems.

The Central Council of Physical Recreation—on which are represented 190 national associations, including the governing bodies of sport and voluntary youth organizations — is another agency which promotes physical recreation. It serves as a central source of information, issues publications, conducts training centers for leaders and coaches, offers advisory services to its member organizations, and initiates experiments designed to encourage more people to take part. The list of member organizations indicates the wide variety of auspices under which various forms of recreation, particularly sports, are carried on in Great Britain.

The National Council of Social Service, representing a different type of recreation interest, has promoted community centers and associations through its publications and services. The National Federation of Community Associations reported a total of 350 centers in 1949, in spite of the difficulty in providing premises in which to house the activities. Some school buildings are in use as centers, but "the federation remains convinced that a separate building is the ideal," preferably with two halls, a common room, kitchen, general meeting rooms and special facilities, such as a gymnasium, workshop, music room or billiard room.

INDIA An India Recreation Association has been formed since the end of the Second World War and patterned, in part, after the National Recreation Association. It receives some government subsidy, but is largely supported by contributions from several trust funds. A number of Indian cities have established recreation departments, and in several others recreation is con-

*These figures are quoted from *Playing Fields*, October, 1949.

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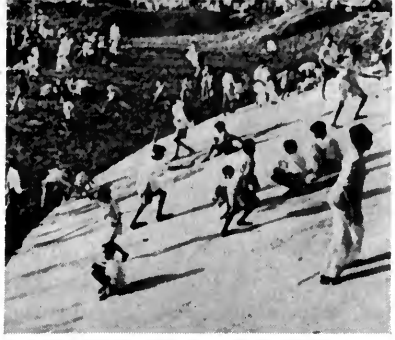

Children at play. Typical scene in Bombay, India.

Government of India Information Services

ducted as a phase of the local health service. Special attention is given to the most underprivileged neighborhoods, but it is increasingly recognized that recreation should be for all the people.

The educational program launched by the Indian Government proposes a national youth movement to provide recreative and social activities, a library for every village, Scout organizations in all schools, the fostering of artistic and cultural activities, and a central training college of physical education for play and recreation leaders. Interest is growing in the wider use of the school plant for community recreation. All-India and provincial physical education conferences have considered problems related to recreation facilities and programs, especially sports. The Madras Government has appointed and trained more than fifty leaders to organize recreation programs in the rural areas.

JAPAN Since the revival of the Japan Recreation Association following the war, the recreation movement has been making steady progress in this country. By January 1950, sixteen units had been organized in different prefectures, and no less than 100 groups in cities with branches of the association. The Third National Recreation Congress, to be held in July of this year, will be devoted to group and sectional conferences, lectures, study reports, demonstrations, exhibits, educational trips and recreation activities.

Special activities conducted by the Tokyo Recreation Association in 1949 were a kite flying contest attended by 1,000 children; a battledore and shuttlecock contest for elementary school girls; a girls' celebration, with decorated dolls, storytelling, singing games and dramatic play; a boys' celebration, attended by more than 4,000 children, with police band, group singing, storytelling, games, drawing, picture and puppet show; a Christmas program, with children singing Christmas songs, storytelling and motion pictures. Summer playground activities included apparatus instruction, games, nature study, singing games, day camp, music, storytelling and sandcraft.

AUSTRALIA Playground associations and other private agencies in a few cities have attempted for years to develop public interest in community recreation. Playground programs for children have been conducted during the summer months and parks and other recreation areas have been provided in a number of cities, but relatively little has been done by municipal authorities to provide recreation for all the people. Federal and state funds are made available for playground leadership, training courses for recreation leaders, school camping and youth services. The Commonwealth Council for National Fitness, which administers the Commonwealth funds, is the central agency for the promotion of physical recreation and coordinates state and local recreation efforts. State and local fitness councils have been established throughout the Commonwealth. Their first responsibility in the field of playground development is "to bring before local government authorities and voluntary groups the strong need which exists in the community for fully staffed and adequately equipped playgrounds." Marked progress has been made since the war in the development of community centers, youth hostels, camps and training centers for recreation leaders.

Australian News and Information Bureau

Blind men play form of interstate football in Australia. Ball is wicker; bell inside tells position.

The Recreation and Leadership Movement, established in 1933, has contributed to the provision of better recreation opportunities for the people of Australia by cultivating a public opinion favorable to recreation through public conferences and an annual summer school.

BELGIUM The Belgium Government is promoting community recreation through subsidies administered by the Ministry of Public Health. It

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meets sixty per cent of the cost to cities and towns of creating playgrounds, athletic fields, camping areas, youth hostels, swimming pools, gymnasiums and other facilities, and grants an annual subsidy for their operation. The ministry not only allocates the funds, but offers to municipalities advisory service on the planning, construction, operation, maintenance and organization of their facilities and programs. The federations of physical education, sports and outdoor activities, which comprise about 5,000 societies, also receive an annual subsidy from the government.

Report on Graduate Study

THE REPORT of the National Conference on Graduate Study in Health Education, Physical Education and Recreation—which recently convened at the Pere Marquette State Park in Illinois—is now available. Priced at one dollar a copy, it may be secured from the Athletic Institute, 209 South State Street, Chicago 4, Illinois.

Thirty-six official delegates, eight consultants and two Canadian observers attended almost two weeks of meetings to consider pressing problems relating to graduate study. Similar to the undergraduate conference held at Jackson's Mill, West Virginia, in 1948, the graduate conference brought together leaders from the college training curriculums and from the park and recreation fields. Among the fifteen national sponsoring organizations were the American Recreation Society, the National Institute of Park Executives and the National Recreation Association.

The two reports—one from the 1950 national conference on graduate study, and the other from the 1948 conference on undergraduate training—provide a helpful basis from which to work in improving the recreation training conducted by colleges and universities.

These institutions of learning will find the reports helpful in evaluating their recreation training curriculums. Recreation departments and agencies employing personnel will do well to recruit from those schools which are applying these suggested principles and standards. Colleges should also make it possible for their recreation instructors to keep close to the field by attending and participating in the National Recreation Congresses and in other important training and recreation conferences.

Japan Recreation Congress

The next National Recreation Congress of Japan is to be held in Sapporo, Hokkaido, in the northern part of that country, from July 20 to 24, 1950. The Honorable Hiroshi Takada, member of the House of Councillors,* who is now in this country, brings an urgent message from the Japan Recreation Association stating that it is its sincere hope that our own National Recreation Association can be represented at that meeting.

Soichi Saito, president of the Japan association writes: "We owe a debt of gratitude to your committee for giving us constant encouragement and assistance . . . would deem it a great honor if you could send delegates to this congress during the summer."

Therefore, *the NRA seriously desires to hear of any recreation friends* who may be planning to visit Japan during this time. Please notify Tom Rivers as quickly as possible.

*See page 88, May, 1950 issue of RECREATION.

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International Labor Organization Meets in Geneva

● THE FIRST MEETING of experts of the Correspondence Committee on Recreation* of the International Labor Organization was held in Geneva from October 31st to November 3rd, 1949. Sixteen experts and advisors attended from the following twelve countries: Belgium, Brazil, Denmark, France, Greece, India, Italy, the Netherlands, Poland, Switzerland, the United Kingdom and the United States. The United Nations, the United Nations Educational, Scientific and Cultural Organization and the World Health Organization were also represented at the meeting.

The International Labor Office had submitted two reports to serve as a basis for the committee's discussion. The first reviewed the activities of the I.L.O. in the field of workers' recreation; the second dealt with facilities for young workers' leisure time and holidays.

In opening the meeting, Jef Rens, Assistant Director-General of the I.L.O., emphasized the growing interest all over the world in the organization of facilities for recreation. Dr. Harold D. Meyer, Professor of Sociology at the University of North Carolina, who was elected chairman, pointed out that recreation and facilities for leisure-time activities could make a genuine contribution to the development of satisfactory international relations and lasting peace. He characterized recreation as "a lively springboard to international goodwill."

General Discussion—Several committee members described the position of their respective countries with regard to important problems concerning workers' recreation. It was emphasized that all organization activities in the field of recreation should respect the complete freedom of the individual. "The role of the state consisted of coordinating, stimulating and supporting the organization of recreation facilities while maintaining control of any financial support it may have given."

In its resolution, the committee considered that recreation is a basic universal desire and a necessity of human life, and that the organization of recreational activities should be closely coordinated in programs of health, education and welfare of the workers. It should further be directed toward the development of family life.

Special interest was attached to the question of popular travel, and support was given the idea of creating, under the auspices of the I.L.O., an information center on recreation and leisure-time activities. The committee asked the I.L.O. to study the following questions with a view to their inclusion in the agenda of future meetings: recreation for rural and industrial workers; the education of workers with regard to their cultural and vocational training; training of organizers and recreation leaders; popular travel, especially on an international basis; organization of national and international festivals of the arts; promotion of games and sports on a national and international basis; promotion of recreation facilities and activities which may aid in the prevention of illness, especially industrial diseases.

*Howard Braucher, president of the NRA, was serving as a member of this committee at the time of his death in 1949.

Recreation for Young Workers—During the meeting, a special working group considered the report concerning facilities for the leisure-time activities of young persons, including holiday camps for young workers. The committee, in a resolution, emphasized that beneficial utilization of leisure time of youth depends upon favorable conditions of work and life, liberty of the individual, and adequate leadership by qualified persons.

It further declared that public authorities should provide adequate accommodations and facilities, particularly when cities or towns are being planned or reconstructed, and encourage organizations providing for leisure-time activities of young persons; that maximum advantage should be taken of the exchange of information between countries; that attention should be given to the needs of special groups of young persons, such as the unemployed, rural workers, domestic workers; and that young workers should take part in programs designed for all young persons.

It was proposed that leisure programs for youth might include hobbies, handcrafts, reading and use of libraries, indoor and outdoor group games, folk and social dancing, gymnastics and sports, music, group singing, dramatics, painting, modeling, gardening, care of pets, hiking, camping, study circles, conferences, discussions, guided tours, excursions, the cinema, radio, recorded music and the press, holiday camps, youth hostels, rest homes, and community projects designed to enable young persons to contribute to community welfare.

Note: The preceding report is adapted from "First Meeting of Experts of the Recreation Committee," from the February, 1940 issue of Industry and Labor.

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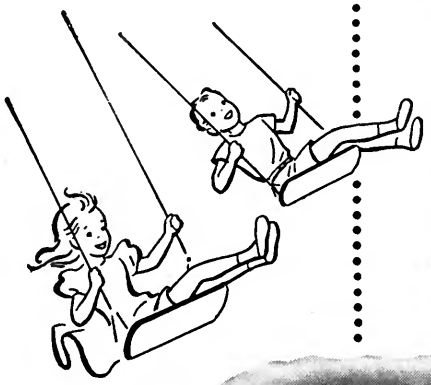

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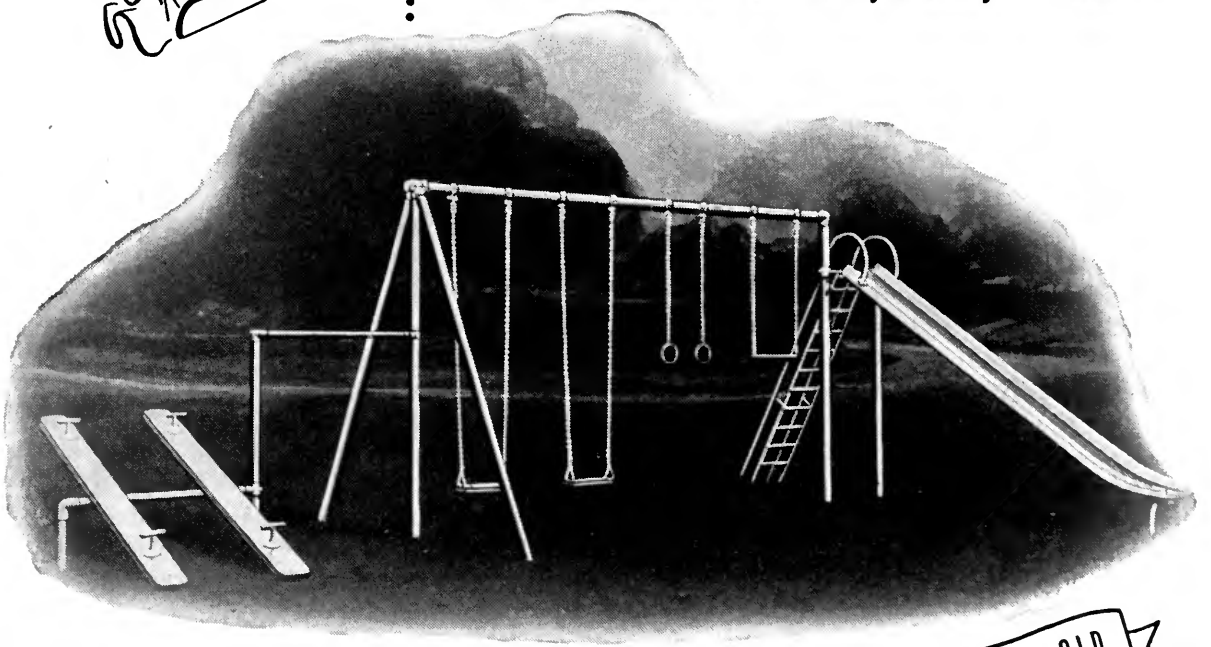

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NEW RECREATION FILM RELEASED

THOSE WHO HAVE been asking about General Electric's new film—"A Chance to Play"—which has been produced by the March of Time with the technical direction of the National Recreation Association, will be delighted to know that it is now available. This new addition to GE's More Power to America sound motion picture series is designed to assist civic leaders in demonstrating to their communities the urgent need to provide proper recreation facilities. It effectively dramatizes the fact that recreation is everybody's business.

The twenty-minute black and white documentary film is one of *five components* of the General Electric's Outdoor Recreation MPA program kit.* This also contains literature to assist in planning for community and industrial recreation programs. A thirty-six-page manual, "Recreation Is Everybody's Business," was prepared with the assistance of the National Recreation Association and is addressed to civic leaders. It covers such topics as: how to organize for community recreation, how to defend the recreation budget, how to put the recreation plan into action, and how communities have conducted successful recreation campaigns. Included also is a bibliography of helpful literature and tips on conducting successful meetings.

Another manual, "Industrial Recreation Is Good Business," a twelve-page booklet addressed to industrial leaders, also was prepared with the cooperation of the National Industrial Recreation Association. This booklet points out the many advantages of recreation in modern industry and covers such topics as: why industrial recreation pays off, how to get a recreation program started, what such a program should include, and the importance of floodlighting in industrial recreation.

Also included in the MPA kit is a "Manual of Floodlighting Plans," covering techniques of illuminating a wide range of outdoor sports areas and bringing home to the individual citizen the need for better recreation. Audience handouts are furnished for use with the motion pictures.

"A Chance to Play" documents the benefits of more play time and better recreation facilities, pointing out that in the majority of communities throughout the United States today recreation facilities are woefully lacking, and thousands of youngsters are forced to seek amusement in the streets. As a result, in a single year, more than 50,000 children have been injured in street accidents, 800 of which proved to be fatalities.

Documentary facts in the manuals point out that in a Minnesota community the safety committee of the Chamber of Commerce marked the location of each street accident by a dot on a map. The committee was struck by the appearance of a number of practically spotless areas. An investigation revealed that the center of each accident-free area was usually the location of a playground.

In New York City, 12,271 children were killed or injured by street accidents in 1933. By 1935, after the playground system had been doubled, street accidents dropped thirty-one per cent — to less than 8,500. New York City continued to expand its playgrounds and, by 1939, street accidents involving children had dropped another ten per cent.

*The MPA kit also is being offered at cost to communities and organizations that wish to conduct an intensive campaign for better recreation. It may be purchased at cost of reproduction—$37.00—and is available through the nearest General Electric sales office.

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Scene locations for "A Chance to Play" extended from New England to California. Throughout the country, producers of the film found progressive municipalities accepting the fact that recreation is an essential part of community life, ranking in importance with public health and education. Civic leaders and officials of cities and towns of every size were reappraising the outdoor recreation needs of their communities. However, the film states that of the more than 16,000 United States municipalities, only 2,500 support organized recreation services and only one-eighth of the nation's recreation workers are employed full-time the year round.

The film illustrates the fact that the unsupervised teen-ager today quickly acquires the free-and-easy habits which often lead to delinquency. The Federal Bureau of Investigation reports that over a ten-year period arrests have increased nearly fifty per cent, and that the majority of the crimes were committed by those twenty-one years of age and younger.

The fact that recreation counteracts delinquency and crime is shown in the manual "Recreation Is Everybody's Business," and interesting statistics are quoted. These have been secured through the National Recreation Association.

Though recreation alone will not prevent delinquency, the kit material emphasizes that it assists and maintains the moral and physical health of the community. For example, during World War II, some three and a half million young men, who might have been healthier and stronger—had they been provided with adequate recreation areas in their childhood—were rejected as unfit for service in the armed forces.

However, the MPA Outdoor Recreation Program is not directed to the teen-age recreation problem alone. It brings out the fact that better than eleven per cent of the United States' population is over sixty years of age. Thus, progressive community planners are becoming increasingly aware of the special recreation needs of the aging. But critical as is the recreation problem for all other segments of the population in this country, it is even more serious for the nation's fifty-eight million working men and women who cannot take advantage of the facilities which most recreation centers offer only during daylight hours. The film, in a dramatic documentary fashion, explains to the audience that after nightfall the community recreation problem becomes more acute owing to the fact that most courts and playing fields are closed as night approaches. Thus, recognizing the urgent need for adequate day and night recreation facilities, civic leaders are shown in the film working toward a solution to their community problem.

The viewpoint of large industrial companies regarding the American worker in respect to recreation is also shown in many outdoor night scenes. The Voice of Time explains that progressive companies today not only encourage their employees to participate in recreation activities, but often cooperate in providing and maintaining lighted playing fields. No matter what his job, the employee who has a chance to play in his off-hours will invariably do a better job if given the opportunity to build team spirit and a better company spirit during these recreation periods.

The final scenes of "A Chance to Play" summarize that it is up to the American civic leaders to take the action necessary for sweeping improvement on the recreation front, but that the problem of recreation in America must be solved, not by a single group alone, but through the active participation of every citizen in the land—for recreation is everybody's business.

Displaced Persons in Your Community

THE DISPLACED PERSONS ACT of 1948 authorized the admission of some 205,000 displaced persons into the United States as immigrants for permanent residence. They are expected to arrive in this country by the fall of 1950, when the act expires, and are being settled in rural and urban communities throughout the country.

Since their satisfactory adjustment and Americanization is a matter of concern to everyone, the Displaced Persons Commission is making a specific inquiry about those immigrants under eighteen years of age. It is being directed primarily to public and parochial schools, social and welfare agencies and recreation departments and agencies in cities, communities and rural areas which have been most active in requesting these displaced persons. The survey will attempt to find out just how well the foreign youngsters are being accepted by the community, whether they are being included in the local recreation programs, in which activities they are participating, and the answers to other such questions.

Midcentury

NATIONAL RECREATION CONGRESS

CLEVELAND, OHIO
OCTOBER 2-6, 1950

DISCUSSION MEETINGS

Public Relations for Recreation
Camping
Recreation for Older People
Television
Recreation and Churches
Sports and Athletics
Recreation Personnel Standards
State Recreation Agencies
Recreation for Women and Girls
Pet Ideas
Referendum Campaigns
Use of Volunteers
Problem Clinic
Arts and Crafts
Dramatics
County Recreation
College Training
In-service Training
Graduate Training
Aquatic Recreation
Recreation on College Campuses
Recreation for the Handicapped
Problems of Lighted Areas
Problems of Local Recreation Board Members

City-school cooperation in the operation of recreation centers.
Cooperative planning of indoor and outdoor recreation facilities.
Methods of starting, organizing and conducting playground activities.
Recreation for overprivileged children.
Principles and plans for pre-school programs.
What can the recreation leader do to promote mental health?
Community night programs for neighborhoods.
What should be the relationship, if any, between a police department recreation program and the municipal recreation program?

OTHER FEATURES

Recreation Congress Banquet—Tuesday, October 3rd
Addresses at general sessions by national leaders
Consultation Service—bring your problems
Activity Sessions—social recreation, square dancing
Tour of Cleveland; also spot tours
Exhibits—Play Night—special group luncheons

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The Recreation Congress is indebted to the following committees for help in planning the midcentury meeting:

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J. B. Williams

As we go to press, news has regretfully been received of the death of James B. Williams on May 12 in Clearwater, Florida. Mr. Williams was a staff member of the National Recreation Association for many years, faithfully serving recreation interests in the field until his retirement on October 1, 1948. In the capacity of staff member, he was one of those who worked closely with the Federal Government on behalf of the association. Of this service he said in retrospect: "I shall always have vividly in mind my almost eight years of continuous service with the National Park Service of the United States Department of Interior, 'on loan' from the association. There was a growing conviction, on the part of the association, of the important share that the Federal Government should have in the public recreation movement. Here is another example of how the association was willing to adapt its program to help interpret the demonstrated principles of the recreation program."

From the very beginning, his work had been of a pioneering nature. As a young man, firmly convinced that public responsibility in the social work field was becoming more important, he accepted the position of director of the Public Welfare Department of Los Angeles. Soon, thereafter, World War I started and with it came an invitation from the National Recreation Association to join the staff of its War Camp Community Service. Later, Mr. Williams was loaned to the War Department Commission on Training Camp Activities and became one of its directors. While, as a volunteer, he had always taken part in the inauguration of community recreation services, these two responsibilities presented his first opportunities to work officially in the recreation field on both a private and public basis. After the war, he became district representative of the National Recreation Association in the southeast.

On the eve of his retirement, he wrote:

". . . From time to time, opportunities have come to me to re-enter the public welfare field, and attractive offers, at larger salaries, have been presented in the Community Chest movement. For a period of eight months, when I was on leave of absence from the association, I did act as organizer and executive of the Community Chest of Jacksonville, Florida, and was asked to remain permanently. However, my experience on the staff of the association had developed within me a very strong attachment to its work and a realization of its significance, and I therefore declined all such offers."

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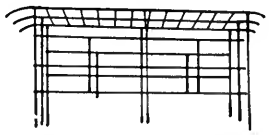

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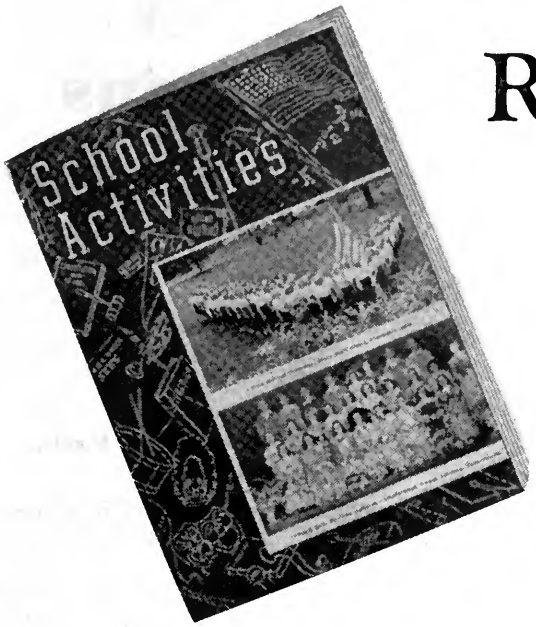

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RECREATION LEADERS who had the opportunity to hear Dr. Menninger's presentation on recreation and mental health at the Omaha Recreation Congress are familiar with his broad understanding of the value of recreation in maintaining mental health and emotional stability, also his ability to present his ideas effectively and interestingly. *Enjoying Leisure Time,* written for young people in attractive language, discusses how to organize leisure time to get the most out of it; how to plan recreation to meet individual needs; and how to start a hobby. It discusses also the value of hobbies as a source of emotional security. This is an effective booklet for youth leaders as well as for youth. An Instructor's Guide is available free with quantity orders.

Chance to Belong

Duane Robinson. The Woman's Press, New York. $5.00.

THIS IS THE dramatic story of how a city tackled the problem of youth gangs — of the Los Angeles Youth Project created following the "zoot-suit" riots in 1943. The objectives of this unique experiment included the provision of youth services in neglected areas to both teen-age boys and girls, with emphasis on intercultural activities. The project was based on cooperative planning and action by youth-serving agencies, rather than on mere expansion of each agency's own program and personnel, and was distinctive because of this cooperativeness. The board of education and the recreation and park departments participated.

This objective report includes some specific examples of typical services developed, although its emphasis is on the administrative aspects of the project, rather than on recording case histories of youth groups, illustrating closely knit neighborhood planning.

Exploring Our National Parks and Monuments

Devereux Butcher. Houghton Mifflin Company, Boston. $3.50.

MR. DEVEREUX HAS prepared an extremely attractive and helpful guide to our national parks and monuments. It contains more than two hundred illustrations and two full-page maps showing the locations of all these areas. A complete description is given of each park and monument, with full information on recreation facilities, guest accommodations and on how to reach each park by rail, bus or automobile. This book will enable visitors to enjoy the parks to the full and assist vacationers to plan trips intelligently.

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Recreation Training Institutes

(Sponsored jointly by the National Recreation Association and local recreation departments.)

June, July and August, 1950

HELEN DAUNCEY Social Recreation	*Lexington, Kentucky June 5-9	Miss Anna S. Pherigo, Superintendent of Parks and Recreation, Gratz Park
	*Greenville, South Carolina June 12-16	H. F. A. Lange, Director, Parks and Playgrounds, 100 East Park Avenue
	*Pottstown, Pennsylvania June 19-21	Francis Donnon, Director, Pottstown Recreation Commission, Borough Hall
	*Brandon, Vermont June 23-27	Mrs. A. O. Brungardt, State Recreation Board, State Capitol, Montpelier
	*Jamestown, New York June 28-30	James A. Sharp, City Recreation Director, 200 East Fourth Street
	*Whitinsville, Massachussets July 5-7	Roscoe M. Marker, Whitinsville
	Raleigh, North Carolina July 24-28	L. R. Harrill, State 4-H Club Leader, Agricultural Extension Department, North Carolina State College
RUTH EHLERS Social Recreation	Shepherdstown, West Virginia July 18-21	Dr. Oliver S. Ikenberry, President, Shepherd College
	Burlington, Vermont August 14-17	Mrs. A. O. Brungardt, State Recreation Board, State Capitol, Montpelier
ANNE LIVINGSTON Social Recreation	*Columbus, Ohio June 5-9	N. J. Barack, Superintendent of Recreation, Room 124, City Hall
	*Toledo, Ohio June 12-16	Arthur C. Morse, Supervisor of Recreation, 214 Safety Building
	*Dunkirk, New York June 19-23	K. Hoeppner, Director of Recreation, High School
	*Niagara Falls, New York June 26 and 27	Myron N. Hendrick, Director of Recreation, Bureau of Parks
	*Westchester County, New York June 28-30	Miss Vivian O. Wills, Assistant Superintendent, Westchester County Recreation Commission, County Office Building, White Plains
	Boulder, Colorado August 8-22	Director of Summer Quarter, Macky 116, University of Colorado
MILDRED SCANLON Social Recreation	*Dubuque, Iowa June 5-9	Nicholas J. Sutton, Director of Recreation, Department of Recreation
	*Sheboygan, Wisconsin June 12-16	Howard R. Rich, Director of Public Recreation, 817 Jefferson Avenue
	*Salina, Kansas June 19-23	Dave A. Zook, Superintendent of Recreation, 302 City Hall Building
	State College, Mississippi June 25-July 1	R. O. Monosmith, State 4-H Club Leader, Extension Service
FRANK STAPLES Arts and Crafts	*Toledo, Ohio June 12-16	Arthur G. Morse, Supervisor of Recreation, Department of Public Welfare, 214 Safety Building
	*Charlotte, North Carolina June 19-23	Miss Alice M. Suiter, Assistant Superintendent, Park and Recreation Commission, City Hall
	*Worcester, Massachusetts June 26 and 27	Herman S. Adams, Parks and Recreation Commission
	*Stamford, Connecticut July 6 and 7	Edward J. Hunt, Superintendent, Board of Public Recreation, Haig Avenue
	Boulder, Colorado July 25-August 8	Director of Summer Quarter, Macky 116, University of Colorado
GRACE WALKER Creative Recreation	*Morristown, New Jersey June 5-9	Gerald R. Griffin, Recreation Supervisor, Recreation Department
	*Elmira, New York June 15 and 16	Edgar W. Austin, Executive Secretary, Council of Social Agencies, Federation Building
	*Lansing, Michigan June 19 and 20	Herbert E. Kipke, Director, Board of Park Commissioners
	*Pittsfield, Massachusetts June 21-23	Jackson J. Perry, Superintendent, Park and Recreation Department, 52 School Street
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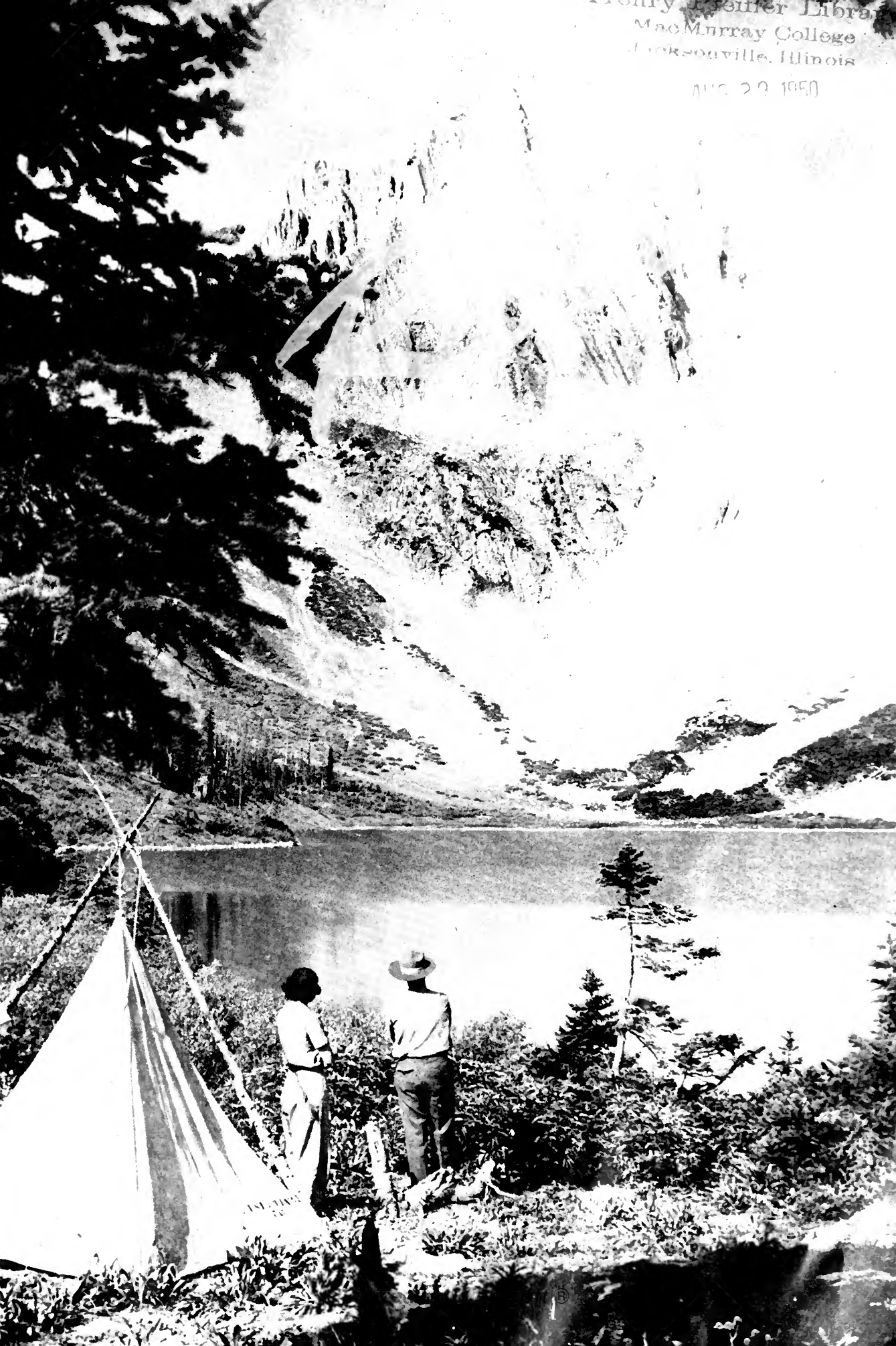

It's Almost Ghost-Time!

In case you're still wondering what to do about Halloween, here is a list of helpful material published by the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

A Halloween Party For Children (MB 1696)—This is a house-to-house party with different activities at every stop along the route . . . . . $.05

A Terrible Ghost Story (MB 267) — Chills and thrills abound in this short, but effective ghost story. . . . . $.05

Bring On Your Spooks (MB 1949)—Suggestions for decorations and games . $.05

Community Celebrates Halloween, The (MP 278) — Contained here are reports from many cities which sponsor Halloween programs for all ages. There are suggestions for the whole community and for neighborhood affairs . . . . . $.15

For A Halloween Party (MB 580)—Games, contests and fortunes for a party . $.05

Fun for Halloween (MP 141)—Party plans include decorations, invitations, pre-party games, active games, quiet games, musical activities, stories, dramatics and a good bibliography . . . . . $.25

Games and Stunts for Halloween (MB 787)—Includes a dance, fortune telling, and the like . . . . . $.05

Halloween Fun (MB 1891)—Suggested activities from various cities . . . $.05

Halloween Gambols (MP 169)—A short play in which the host is none other than Mephistopheles and there are ghosts, goblins and witches . . . . . $.10

Lantern Parade (MB 1035)—A parade with decorative lanterns, not Jack-O'-Lanterns . . . . . $.05

Masks—Fun to Make and Wear (MP 286)—Combine a little handcraft activity with Halloween and make some of these attractive masks . . . . . $.15

Novel Jack-O'-Lanterns (MB 1120)—Directions for making these unusual pumpkin eye-fillers . . . . . $.05

Outline For Halloween (MB 2003)—Lafayette, Louisiana, plans for grade-parties . . . . . $.05

Paper Bag Masks (MB 510)—These masks are easy to make, fun to wear, and can be whipped up in a jiffy . . . . $.05

Parties for Special Days of the Year—Contains party suggestions for Halloween. Includes invitations, costume events, games and stunts, dances . . . . . $.50

Peter Pumpkin Eater (MP 202)—A play based on the old nursery rhyme . $.15

Promoting Halloween Parties (MB 1947)—Suggestions from the National Halloween Committee . . . . . $.05

Witches and Elves Dance (MB 2004)—Simple dances for all age groups . . . $.05

From Recreation Magazine

Ghoulies and Ghosties! — September, 1946 issue . . . . . $.35

Halloween in the Traditional Manner—Reprint from October, 1941 issue. This is a background, not an activity, article, explaining the origin of Halloween and its customs . . . . . $.15

Halloween Shenanigans—September, 1947 issue . . . . . $.35

How One City Handles Halloween—September, 1950 issue. The story of Halloween in Newton, Massachusetts . . . $.35

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Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

SEPTEMBER 1950

Editor, JOSEPH PRENDERGAST
Managing Editor, DOROTHY DONALDSON
Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 4

On the Cover

September is the month that inspires Mother Nature to paint her trees, grass and foliage with a technicolor brush. Eye-filling scenes, such as this of Holy Cross National Forest in Colorado, make it ideal for picnicking, hiking, camping and viewing.

And September is the time, too, for trying out new programs and ideas. The routine of back-to-school, back-to-work has begun, and people of every age are anxious now for fall plans which will make their every leisure moment count. Photo, courtesy U.S. Forest Service.

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NEXT MONTH

RECREATION will feature music, square dancing, model aviation, flicker ball, mask-making, bicycling and hosteling, and more last-minute ideas for Halloween. From Denver will come the story on its Mayor's Christmas Party, and Cleveland will have a report on the results of a cooperative project of public and private agencies. In addition, there will be articles about working board members, in-service training for park employees, college students as camp counsellors and the Swiss twist to sports. You'll want to read the OCTOBER ISSUE!

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Things You Should Know . . .

● THE EXECUTIVE AND IMPLEMENTATION COMMITTEES of the two national conferences on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation were recently consolidated into one continuing committee. The chairman was authorized to appoint four subcommittees to determine next steps in implementing the two reports and in improving professional preparation in these three areas.

● NRA RESEARCH activities include the September first publication of a study of school-recreation relationships in the use of public school indoor facilities for community recreation. Facilities used, conditions of use, bases of charges and the positive and negative influences on cooperation are factors considered. Title of study—"The Use of School Buildings for Recreation."

● A SURVEY is the result of the group process in Virginia and is the basis for a study of recreation in that state. Conducted by a committee of professional recreation people who are members of the state association, it was a voluntary undertaking. For information, write Coolie Verner, Associate in Community Services, University of Virginia.

● COMMUNITY STUDIES recently completed by the NRA planning staff, or now under way, are: Niles, Michigan; Maplewood, New Jersey; Hazleton, Pennsylvania; and a revision of the 1945 recreation plan for Toledo, Ohio.

● A COMMITTEE ON UNDERGRADUATE CURRICULUM IN RECREATION was set up by the Ohio Recreation Association early this year. In order that it might have the benefit of current educational plans in recreation, an informal letter was sent to thirteen colleges and universities known to be providing courses. All but one replied, giving information on courses required for a major. (A summary of the *Undergraduate Curricula in Thirty-five Colleges and Universities*, based on a study made by the National Recreation Association in 1948, is still available from the NRA. Price $1.00.)

● TWENTY-NINE STATE RECREATION ASSOCIATIONS are now in existence. The baby of the family was formed on April twentieth, when the Dakotas organized as one society at the Midwest Recreation Conference.

● A YOUNG ADULT SURVEY has been conducted in St. Louis, developing out of an expressed concern on the part of the national YMCA for information regarding the needs and interests of young people from eighteen to twenty-nine. The project was the result of the cooperation of the local YMCA and Social Planning Council, and was headed by J. Edward Dodds, YMCA program secretary, and Edward B. Olds, who is research director of the planning council.

The Job Outlook

W. C. SUTHERLAND

The unsettled recreation personnel placement front which characterized the years immediately following the war has quieted. The turnover, especially in the higher-salaried positions, is much less, and the movement seems to have settled down to a long, steady pull ahead.

The demand, although modest this past year, has been more for young executives to serve as superintendents of recreation in newly-established departments in small cities. These positions require a variety of talents which characterize the administrator, community organizer, program supervisor and leader. Assistants in medium-sized cities and staff workers in larger departments frequently make ideal prospects for these positions. The movement of personnel from staff positions to independent executive responsibility in small cities, and from these assignments to larger administrative positions, as the workers mature and gain experience, is helping to establish recreation as a career.

The number of small towns establishing summer programs appears to be increasing, and supervisors are needed for the summer months. Many of these communities are prospects for year-round appointments in later years, providing they are able to secure good leaders. There is evidence, too, to indicate that opportunities will increase in the broad field of institutions, especially in hospitals.

The most steady demand through the years has been for general activities people with a variety of skills who can organize and carry on a balanced program. These are the people who can operate in almost any type of recreation setting, whether it be institutional, private agency or public recreation department.

The Recreation Personnel Service of the NRA is becoming increasingly active in filling important vacancies as more staff workers with experience file their personnel credentials with the association. Also, it has been helpful to have the candidates already registered keep their records up-to-date. Professional recreation workers belong where they can make the largest contribution. Sometimes this means transferring to new communities.

There are no financial obligations connected with this service of the association, and individuals who have had training and experience are invited to file their personnel records. Likewise, recreation departments and private or public agencies in need of recreation workers are encouraged to get in touch with us.

Author directs the NRA Recreation Personnel Service.

Time to Consume

Charles K. Brightbill

WESTERN CIVILIZATION has demonstrated its ability to produce material things. Rightfully, incalculable amounts of money, energy and thought are expended on the theory and techniques of production. Current production achievements in the United States have surpassed goals undreamed of prior to World War II. Starting with the industrial revolution, the emphasis has been on production until, today, we are super-experts in every phase of it.

There can be no quarrel with the essentiality of full production in a stabilized economy and as a springboard to higher standards of living. But, production's counterpart is consumption, and when the problems of consumption have been explored, for the most part they have been limited to the consumption of economic goods. Relatively little attention has been given to consuming goods of the spirit, the mind and the creative hands.

Spare time is consumption time, bringing with it all of the refreshing freedom of choice available to man when he is free to do what he most desires. Too few realize that leisure time—that is, opportunity for pursuits which contribute to personality growth—is the kind of time which makes life worth living. This leisure is infinitely more than mere idleness. It is a potential liability or asset to the individual and society. If it is to be used profitably, the desires of people for personality enlargement and cultural and spiritual advancement must be stimulated and satisfied.

Man has striven hard and long to invent and produce. He has come a long way toward establishing a high plane of living triumphant over the struggle for pure existence. He commands lightning-like transportation, instant communication and millions of labor-saving devices. But he is still unhappy. He gets endless products from the soil and minerals from the earth and makes them work for mankind. But he is still unsatisfied. He has harnessed the energy of the sun and, within limitations, can make the elements work for him. But he still searches for peace of mind. On the material route to success, he has reached heights which nobody would have dared to believe even a decade ago. We have more production than ever before; but we are still the unhappiest people the world has ever known. Man's pursuit of happiness is not a transient desire. It is an ever-fixed mark.

The natural signs of society's failures are all about us. The universal feeling of anxiety, the daily increasing bed occupancies in our neuropsychiatric hospitals, and the prevalence of intellectual, creative and spiritual bankruptcy are conclusive indications of our shortcomings.

It will only be as man lives zestfully and abundantly, giving attention to the opportunities on the non-material side of life, that he will begin to learn, to grow, to express and create, and to live a satisfying life. He may even learn a thing or two about how to live peacefully with his neighbor.

These goods of the intellect and the spirit, these chances for profitable and satisfying use of leisure, along with the challenge of religion, are the greatest stronghold for mankind. They are, in fact, the strongest bulwark in the struggle of western civilization to preserve and extend itself.

Author is president of American Recreation Society.

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Planning and preparation emphasize to participants a striving for a harmony of beauty and perfection.

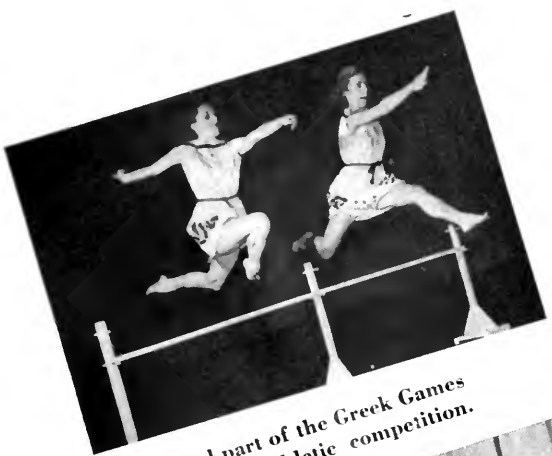
GREEK GAMES

"IN ONE LARGE SPECTACLE, drama and pageantry, dancing and athletics, poetry and singing, processional and chorus are combined, with just enough play to bind the various activities together and provide opportunity for the dramatic; just enough of the competitive spirit to give the whole life and enthusiasm; with everything done to the end that the color and line and form and beauty are so emphasized that the composite becomes an inspiring, breath-taking student performance."

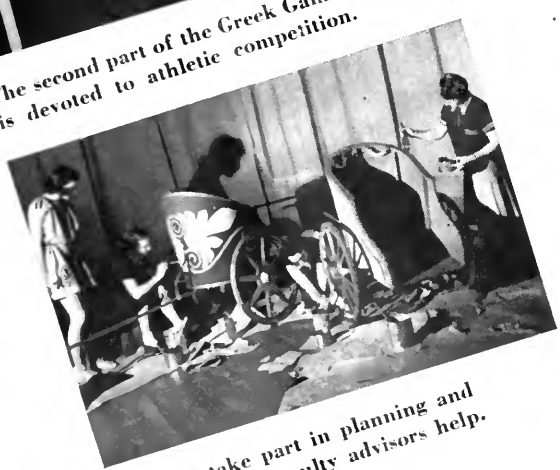
This quotation from Virginia C. Gildersleeve, formerly dean of Barnard College, describes Greek Games as they are held annually at Barnard. Following the classic tradition, the games have grown and flourished with the years, providing an unsurpassed opportunity for Barnard's physical education department to assist in directing all student talents into one productive channel. Incipient dancers, athletes, artists, poets and musicians participate enthusiastically, combining their skills to produce an effective whole.

Developed among undergraduates, the games originated in 1903 when the Sophomore class challenged the Freshman class to an informal and private contest. From this simple beginning the games grew, and the addition of a dance contest in 1908 completed the format as it exists today.

Greek Games have naturally become closely associated with Barnard, but the program has been



The second part of the Greek Games is devoted to athletic competition.



Students take part in planning and preparation. Faculty advisors help.

This material was prepared, for the most part, by Jacqueline Hyman, a Barnard student, under the supervision of the Department of Public Relations.

Well-known throughout the student world, this outstanding college event might well act as a pattern for other colleges, recreation groups or even camps.

AT BARNARD

successfully adopted by and adapted for other colleges and schools—it has even been carried out, in a shortened version, by summer camps.

As an example, the director of physical education of the Oxford School, Hartford, Connecticut, initiated Greek Games "to get away from field days." There, the games were held out-of-doors, and the competition was between two school teams, because individual classes were too small. At the University of Cincinnati, where the games were held for over twenty years, the contest included archery and "living sculpture." Every adaptation, however, has kept the spirit of classic competition. Some recreational groups have seen fit to incorporate only one or two parts of the games, because of the limited personnel and facilities available.

A description of the games themselves, which were presented for the forty-seventh time at Barnard in May, 1949, must necessarily precede any attempt to outline their organization. Dedicated each year to a specific Greek god or goddess, whose characteristics are used as a theme, the games still take the form of a competition between the Freshmen and Sophomores. Points are awarded to each class, after the completion of each event, on the basis of execution, originality, and effect.

The setting for the games is a modern auditorium with a small, doric-columned stage rising in the center. The walls are disguised with gray curtains, over which heavy laurel ropes are draped.

A colorful entrance procession begins the ceremonies. Members of both participating classes, dressed in bright costumes, file in review before two white-clad priestesses representing the two classes. Four points are credited to the class which contributes the largest number of people to the procession. Next, the Sophomore priestess recites an invocation to the chosen deity in Greek, while the Freshman priestess pours a libation and lights the altar fire. Then comes a dramatic moment when a Sophomore steps forward, challenging, in Greek, all Freshmen to try their skills; a Freshman herald accepts, and amid cries of "Nike!" (victory), the games begin.

A dance is first performed by a small group of the most able dancers in each class. The dance is based on one event in the reigning god's life, and music and choreography are original. Original lyrics are read next; these are also based on the god's life. This completes the first section of the games, and points are awarded as follows: ten points for choreography, nine for execution; four points for first place entrance music, two for second, one for third; four points for first place lyric reading, two for second, one for third, and one for the lyric reader.

The second part of the games is devoted to athletics, and includes discus-throwing, hoop-rolling, hurdling and torch racing. This section also includes chariot racing—one of the most exciting and spectacular events in the games. The "horses" for each chariot are four girls, trained to execute dance steps with grace and exacting precision. A total of twenty-seven points is distributed throughout these events.

As each event is judged, the victor is crowned

The chariot race is one of the most spectacular and exciting events. Chariots are designed by students.

with a laurel wreath by the Sophomore priestess. As a finale, the contestants join in a song honoring the deity. The victors and the vanquished unite, at last, in one final burst of enthusiasm; rivalry is forgotten, and only the joy of achievement remains.

The organization of Greek Games begins, of course, months in advance. Both the Freshmen and Sophomores elect a Greek Games chairman in November, and the chairmen, in turn, appoint a committee of qualified classmates to help them. Members of each of these committees form one Central Committee for Greek Games, and each class has chairmen of properties, costumes, dancing, athletics, lyrics, music, and "entrance," as well as a business manager and publicity chairman.

From November until February Freshmen are familiarized with the procedure, and plans are drawn up. Cards are distributed throughout the Freshman class on which each girl is asked to indicate her talents, enabling the various committee chairmen to draw up lists of possible participants.

In addition to the student groups, two members of the physical education department assist in all arrangements for the games. At Barnard, Professor Marion Streng, general faculty supervisor for the games, and Miss Lillian Finan, instructor in athletics, have worked with the games for several years. In addition, upperclassmen who have been prominent in the games are invited to help the Freshmen.

The deity is selected, judges invited, and the dance story selected by early in December. During Christmas vacation, music is written or adapted. Entrance stories, color schemes, costume designs and chariot designs are prepared before the midyear vacation in February, and try-out meetings and rehearsals are also scheduled then to avoid last-minute confusion.

Early in February, a member of the English department lectures on lyric-writing, and this lecture opens a lyric contest. (Later, prize-winning lyrics are selected to be read at the games.) Both entrance and dance music must be approved by members of the music department. In March, try-outs for the speaking parts are held, and the priestess and challenger begin training with the speech department and the Greek department to perfect their roles. All of the members of the opening processional must now attend rehearsals, and dancers must begin to practice their parts. The most skilled athletes are chosen, and they begin to train for their special events. Dance stories must be approved by English department advisors, costumes finished, music orchestrated, lyrics approved, and properties made ready.

In all of these preparations, the cooperation of the faculty, and particularly of members of the physical education department, is manifest. The training of dancers and athletes for the games is included in the regular physical education schedule; many extra hours of practice, however, are always involved. Faculty assistance in other departments is entirely extracurricular.

As Professor Agnes Wayman, head of the Barnard physical education department for many years, once wrote, "Just as music and poetry played a prominent part in the education of Greek youth to the end that there might be harmony of body and mind and soul, so the games and all that they demand in the way of thought and preparation tend to emphasize in the lives of the students participating a striving for beauty and perfection for itself alone. Here is an ideal 'way of education'."

"We who are concerned with education realize that athletics comprise an important part of education itself. A well-conceived plan of athletics in a college or university becomes part of the educational procedure. It is our responsibility to train men intellectually and morally and socially, but it is no less our responsibility to train them physically as well, and in terms of physical courage."

—*Dr. Robert C. Clothier,* president of Rutgers University.

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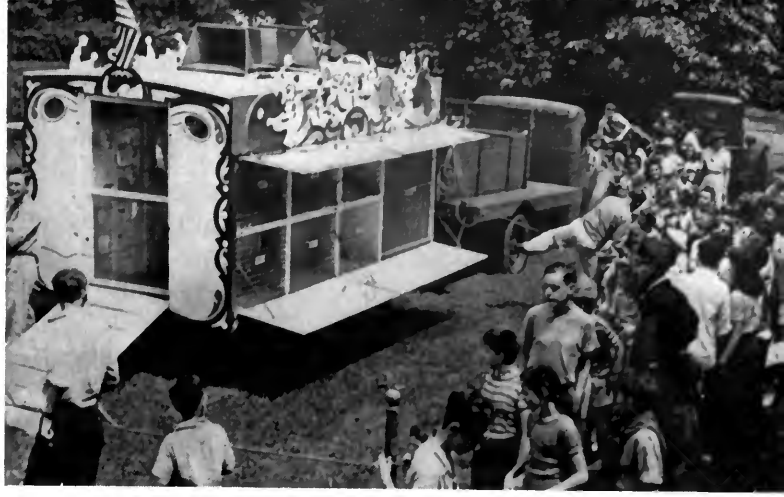
Floyd A. Rowe



A traveling zoo, with trained lecturer, visits playgrounds, and is so popular that all requests for it cannot be filled.

Public Recreation in CLEVELAND

Scene of the 1950 Recreation Congress

PERHAPS ONE OF the most interesting features of public recreation in Cleveland is the administration of the over-all recreation program. The Joint Recreation Board, illustrating the contractual relationship existing between the city of Cleveland and the Cleveland Board of Education, coordinates the programs of both agencies into one complete program. The joint board came into being on September 16, 1946, when a contract was signed between these agencies, specifying that "it is desired, in the interest of economy of operation and of securing the maximum use and enjoyments of the facilities for public recreation in the city of Cleveland, that the recreational activities of the said parties be operated under a cooperative management agreement."

During the past five years, the Joint Recreation Board has managed to coordinate the operation of all playgrounds in Cleveland as well as the various other recreational facilities of the city and the school board. As in any other joint enterprise of a similar nature, there have been difficulties and some degree of friction arising from time to time. However, petty grievances have always been sidetracked for the more important function of conducting an all-inclusive program to service the entire city.

When first inaugurated, such a board was experimental and untried. These few years of trial and error have proved Cleveland's need for a united effort on the part of all public agencies in providing a program which will provide for the leisure-time needs of all of the people all of the time. The program offered under the board is a forward-looking one, attempting to serve the recreation needs of as many citizens as is humanly possible.

The summer needs of the children are taken care of by 176 supervised playgrounds. The playground program consists of the usual activities—games of low organization, sand play, music, crafts, dramatics, dancing and so on. Youngsters are offered an opportunity to purchase milk and graham crackers during the midafternoon, the program being subsidized by the Parent-Teacher Associations and the *Cleveland Plain Dealer*. Milk is furnished to all below its actual cost, and to children coming from families known to relief agencies, it is absolutely free.

There are weekly "specials" and contests lead-

Author has been coordinator of recreation for Joint Recreation Board of city of Cleveland and Cleveland Board of Education since August 1946.

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ing to district and city championships in kite flying, playground baseball for junior boys and girls, and the like. The following three specials are worthy of mention:

1. The Showagon, which moves from location to location, giving recitals by boys and girls from the various playgrounds, is a sort of vaudeville-on-wheels. Auditions for talent are held weekly. The children who are selected from the mass of contestants are then rehearsed for a week under expert supervision. After each of the shows there is a street dance, led by one of Cleveland's select dance orchestras. These Showagon performances attract neighborhood crowds of from three to five and six thousand. Demands for the Showagon far exceed the ability of the recreation department to schedule its appearances. This program is sponsored by the Joint Recreation Board and the *Cleveland Press*.

2. The Traveling Zoo is a large motor-drawn van containing a number of animals, monkeys, armadillos, and so forth, together with local country animals such as raccoons, opossums, crows, rabbits, foxes. A trained lecturer accompanies the zoo and tells the young audience about the animals, in language they understand. As with the Showagon, the Traveling Zoo cannot satisfy the needs and demands for it. Schedules for its appearance are publicized through the public press and also by special announcements on the playgrounds at which it is to appear.

3. The parade is without doubt the high spot in the summer activities of four or five thousand children. They march down Euclid Avenue to music furnished by their own band, harmonica groups and rhythm bands. Clowns, characters, floats and other attractions, thought up and developed by the children themselves, constitute the parade. Last year, one playground developed a dragon, emitting fire and smoke from its nostrils, which squirmed its 100-foot length down the avenue, much to the delight of the thousands of spectators who lined the sidewalks and peered from store and office windows. The parade wound up on The Mall, where a patriotic note was added by a presentation of the flag by representatives of the armed forces, and a mass singing of "The Star Spangled Banner."

The Cedar Point trip for winners of the pentathlon is another gala day—at one of Lake Erie's most beautiful beaches, sixty miles west of the city. Children taking part are those who have been most helpful to the playground workers in the activities of the safety council. This outing furnishes a train ride, a boat ride and a day of activities free to all pentathlon winners. The effect of the trip is reflected in the desire of the boys and girls, city-wide, to qualify for it by their work on the playgrounds. This trip is sponsored by various civic-minded individuals, industrial concerns and the *Cleveland Plain Dealer*. The PTA's, through the milk fund, give the children a satisfying dairy lunch.

Recreation for older groups is not overlooked, but, during the summer months, is entirely secondary to the provision of such service for the children. Centers are open for the older groups where trained instructors in arts and crafts, painting, ceramics, and other creative activities hold classes for the interested attendance. Music and dramatic groups are kept alive with weekly rehearsals during the hot weather. Some work is done with dance groups, but the size and number of the groups are quite limited and consist mostly of folk and acrobatic dancing.

Golden-agers are quite active in a well-established choral group. A British group does mostly Scottish dances, reporting that it is much easier to get together in the summer than at other times because children are kept busy on the playgrounds. The Mother's Singing and Demonstration Dance Club is another activity group.

The fall and winter program is carried on in over thirty locations and consists of activities classified under three general headings: physical, social and cultural. These three categories are, in turn, broken down into the following unit activities:

Physical

Archery	Gym Class (women's)	Stunts
Basketball	Horseshoes	Swimming
Boxing	Indoor Softball	Tennis
Fencing	Limbering	Tumbling
Game Room	Ping-pong	Volleyball
Golf	Roller Skating	Wrestling
Gym Class (men's)	Shuffleboard	

Social

Bridge	Dancing (Folk)	Dancing (Tap)
Card Playing	Dancing (Modern)	Nationality
Checkers	Dancing (Old Time)	Public Forum & Discussion
Chess		Public Speaking
Dancing (Ballroom)		

Cultural

Accordion	First Aid	Minstrel
Acting Production	Flower Making	Orchestra
Archery	Garden Club	Paper Craft
Art & Drawing	Gift Club	Personal Regimen
Aviation	Glee Club	Photography
Band	Guitar Club	Piano-Violin
Beauty Culture	Hair Styling	Play Production
Choral Class	Harmonica	Quilting
Clay Modeling & Sketching	Instrumental	Radio Telegraphy
Cooking Classes	Journalism	Reading Room
Diesel Engine	Knitting & Sewing	Rifle Club
Dressmaking	Make-up	Social Hygiene
Drum & Bugle	Marionettes	Stage Craft
Fathers Club	Metal Craft	Voice Operetta
		Woodcraft

The community center in the Wilbur Wright Junior High School has had both a long and successful operation.

All of these activities are not offered in all of the recreation centers, but can be found in some of them. This unit list is not necessarily complete for any given year, but represents the offerings of the 1949-50 season.

Directors of the various centers are constantly on the alert to find individuals and groups having additional interests. Such interests, when discovered, are promoted vigorously. Canasta is a case in point. It takes its place under the general heading of "card playing," along with pinochle and other popular card games. Only in bridge and canasta, however, are organized instructions offered.

The centers also furnish meeting space for groups organized around a common interest, whenever space can be made available, even though the groups are not organized by recreation personnel. In many instances, such groups affiliating with the centers give up their autonomy and become active units in the center program.

An activity which has attracted a great deal of local comment is the program of Boystowns. There are four of these towns, located in precinct police stations which became obsolete when police were put on rubber with two-way radios. These four towns are located in areas where there are large groups of boys, ages ten to sixteen, who are not served by some other agency. Their programs consist largely of activities which can be carried on in rather restricted space. Handcraft is stressed under the leadership of trained vocational art instructors. Music, both vocal and instrumental, club activities, libraries planned to be attractive to boys—stocked with *Popular Mechanics* and other current publications of an instructive and popular nature—are much in demand. For their athletic program, they are dependent upon the facilities of the Joint Recreation Board. However, teams in basketball, softball, boxing, and so on are developed in each town.

The programs of the Boystowns, however, primarily are centered around the functions of electing mayors and councilmen, and around other forms of city governmental activities. Frequent visits of Boystowns' elected governing personnel to city council meetings are encouraged.

The Kiwanis Clubs of Cleveland, the Boystown Foundation and other civic organizations have taken, and are continuing to take, an active and sustaining interest in their further development.

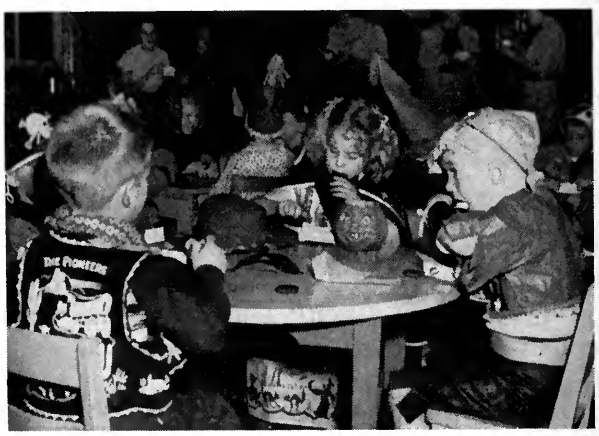
Another special center is the Cudell Arts and Crafts Center. Here can be found trained leadership in ceramics, painting and weaving, as well as other forms of cultural activities.

An organizational development which is being watched with considerable interest is that of cooperative enterprises with Red Feather agencies. For example, several centers are now operating in school buildings, with personnel employed by as many as three agencies. This personnel works toward the accomplishment of commonly agreed objectives. Friction has been reduced to a minimum by frequent informal conferences between the executives of each group. The operation of these centers is proceeding satisfactorily, and it is hoped that the coordination with other non-tax-supported agencies and tax-supported Joint Recreation Board programs will increase in scope to the end that the Cleveland recreation dollar will furnish more and better recreation to all ages and sexes all the year round.

"An investment that promises to return dividends in the future welfare and conduct of the city."

How one city handles

Mayor listens intently as Raggedy Ann and Andy unfold a spooky experience occurring at their party.



It is always time for eats. Each party offers refreshments supplied by the recreation department.

In Newton, Massachusetts, a city of 82,000 good neighbors some eight miles west of Boston, we annually stage a rousing Halloween celebration for more than 10,000 public, private and parochial school children of all ages.

It is, as a visitor has said, "an amazing city-wide event," embracing every grade from kindergarten through senior high school. Even though faced with a rigorous schedule of 240 separate parties, held in forty key locations throughout our corporate area of eighteen square miles, Newton's enthusiastic volunteer Halloween workers take the whole project in their stride.

Packed into a few short hours, after six weeks of intensive preparation, the carefully-planned programs—specifically tailored for each age-level group—reflect the efficient organizational setup Newton has developed through nine years of experience. The response of our 10,000 lively, unpredictable youngsters has been something out of this world. Although energetic, exuberant boys and girls are potential dynamite when in a rollicking mood, the supervision of these many controlled parties, even if unobtrusive, is so effective that no untoward incident or serious emergency has ever marred them.

From the very beginning, our Halloween celebrations have been sponsored by the recreation department, whose present commissioner is C. Evan Johnson—a director whose inspiring leadership has been a notable factor in our success. The recreation department would, however, be severely handicapped without the strong moral support and active cooperation of the city government, the Protestant, Catholic and Jewish clergy, various civic organizations and innumerable citizens. Mayor Theodore R. Lockwood—one of those few ardent "visionaries" who, less than a decade ago, pio-

Mrs. Ragna Hovgaard, supervisor of recreation in Newton, has been an outstanding factor in the recreation department there for more than thirty years.

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Ragna Hovgaard

HALLOWEEN

Ranny Weeks, orchestra leader, as quiz-master at junior party.

neered our parties—is today, as much as ever, heart and soul behind our celebrations. He starts the Halloween ball rolling with a friendly, neighborly letter to every parent in the community. Other city officials, the school department, headed by superintendent Harold B. Gores, the police, fire and health departments, the Chamber of Commerce, Parent-Teachers Association, and the Newton Chapter of the American Red Cross—these, and more, provide the solid foundation on which our entire Halloween structure is erected.

The front-line forces, in immediate charge of the planning and directing of the 240 parties, stem from a supporting committee led this year by Parker F. Pond, president of Newton Center Improvement Association, as lay chairman. It includes the mayor, the superintendent of schools, the chiefs of the police and fire departments, the secretary of the Chamber of Commerce, members of the clergy, representatives of many civic organizations, and other prominent citizens—altogether numbering approximately forty men and women.

Twelve village coordinators serve as liaison members of the supporting committee. Each is solely responsible for the activities in one of the twelve distinct but contiguous villages into which Newton happens to be geographically divided. As their title implies, they coordinate all elements required for the successful direction and program of the parties within their respective villages—personnel, equipment and all other necessary facilities.

Each coordinator appoints a building chairman for every key location in his village. The "key" location may be a school, church, club, the YMCA or some other suitable gathering place. It may house one party, or more—in fact, up to fourteen, as in the case of some elementary school buildings.

Every building chairman, in turn, appoints a room chairman for each party under his or her jurisdiction; and these room chairmen then organize the committees, composed of parents, who supply the most vital ingredients of our whole Halloween recipe: the planning of appropriate programs and the actual direction of the parties themselves. There are well over two hundred of these committees; and the total personnel, including first-aiders directed by the Red Cross, exceeds fourteen hundred men and women, all volunteer workers.

As permanent chairman of the program committee, my own work involves general supervision of the programs for all parties in the city. I keep in close touch with the committees by mailed memoranda, by telephone and by attending their meetings when asked to do so. Nevertheless, the individual committees are given the widest latitude in arranging their events. They are urged only to conform to certain broad principles and to confine themselves within a framework of activities which our experience has proved foolproof. One specific requirement, however, is that they develop their programs with the age level of each particular group of children meticulously in mind. This is of paramount importance; and the great success of our parties can be largely attributed to the care with which the committees observe it. The time-periods for each party are also suited to age levels: they start in midafternoon for the kindergartners, with evening parties for the older boys and girls running until nine, ten and eleven o'clock.

Inasmuch as our parties are based on the *participation* of the children rather than on passive entertainment, the concept of good recreation serves as a guide in framing every age-level program. In other words, we stress balanced programs: physical activity, social recreation, games, social and simple square dancing; music, for community singing and dancing; drama, which includes movies, quiz sessions, amateur stunts, fortune tellers, magicians, storytelling, costume parades with prizes; Chambers of Horror, Houses of Fun—the list is

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limited only by the imagination and ingenuity of the committees. Chambers of Horror provide a terrific thrill for the upper grammar grades, and here the fathers shine, striving earnestly and joyfully to devise harmless but spine-chilling "horrors." What they accomplish is something to behold! In all this planning, however, there is only one acceptable possibility for the more sedate senior high students: a dance at Newton's Totem Pole Ballroom, in Norumbega Park, which is annually attended by nearly two thousand boys and girls.

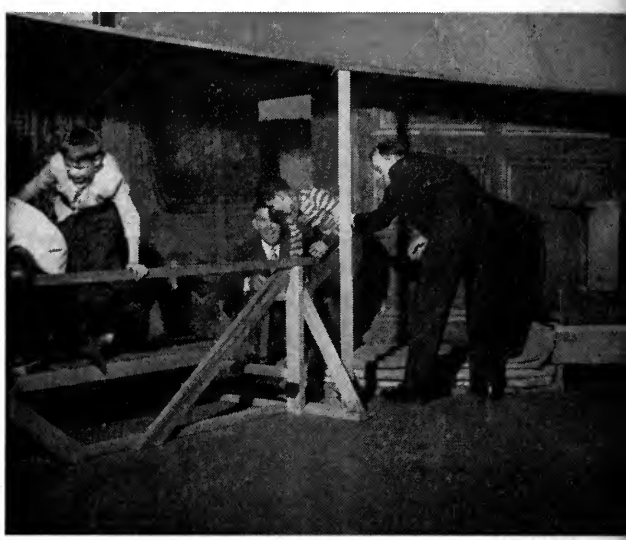
It is axiomatic in young minds, of course, that a party is not a party without something to eat. The recreation department, accordingly, furnishes refreshments for all parties below the senior high grades. These are simple: ice cream and cookies for elementary school children; the same, plus cider, for the junior high parties. At the Totem Pole Ballroom, refreshments are available to the high school dancers at moderate cost.

The recreation department's "official" menu adds up to many thousands of portions—enough, and to spare, for all children and the fourteen hundred committee members. Doting parents, aunts, and other well-wishers personally donate additional thousands of cookies, candies, apples and similar festive foods to help fill any possible chinks in young stomachs.

Simple as the department's refreshments are, the task of distribution is considerable. The required quantity is figured out in advance and a blanket order is given to a caterer, who delivers it to a distributing center on Halloween morning. There, thirty to forty volunteer women workers repackage the items into the correct number of servings for each party—the 240 or more cartons then being sent by truck to the forty key locations. To avoid any error—a possibility that gives us the horrors—we work from carefully prepared record sheets, and then check, recheck and cross-check until we are satisfied that nothing is amiss.

As with any project involving expenditures, the financing of our early Halloween celebrations was a major problem. For the past five years, however, it has been relatively simple. Our expense money comes from three sources: a special Halloween fund in the budget of the recreation department; from letters soliciting donations which are mailed to five thousand local merchants, manufacturers and private citizens by the Chamber of Commerce, the entire expense being generously borne by the chamber; and, lastly, from "token" fees, paid by the children themselves, for the Halloween tickets which are sold in every school. Elementary pupils pay nine cents; junior high boys and girls, twenty cents; and, through the courtesy of the Totem Pole management, senior high students are charged only forty cents. It is impossible, here, to go into detail regarding the spending of the money we receive from these sources. All in all, working with a budget that is surprisingly modest for the extent of our celebration, we diligently keep our expenses as low as possible—and, fortunately, manage to stay on the right side of the ledger.

A factor not to be overlooked is properly handled newspaper publicity. In the early days, it was a hit-or-miss procedure resulting in confusion and



Slippery slides, rolling barrels and moving boardwalks thrill school boys in their House of Horrors.

poor publicity. Today, we clear all such material through our general publicity chairman. At least once a week he receives, from building chairmen, filled-out mimeographed forms so itemized as to give him all the information he needs for a comprehensive story of the progress being made by all committees. These stories begin to appear immediately following the very first meetings. We have also had additional favorable publicity through editorials in the *Boston Globe* and *Christian Science Monitor;* and Boston radio stations have courteously given us time on the air.

Publicity has several advantages. Our own local newspaper, particularly, keeps the coming Halloween parties constantly before our citizens, and thus makes more fertile the ground which the Chamber of Commerce plows with its letters asking for contributions; it stimulates the early purchase of tickets by the children; and it has, too, its effect within the Halloween organization. Clip-

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pings of each week's newspaper stories are mailed to all building chairmen to show them the progressive development of the whole Halloween picture, and to serve as a stimulus for the few whose plans may not be maturing as rapidly as they should.

Another phase of publicity is poster work done by students in the junior and senior high school art courses. Placed in schools, they are daily reminders to children of the coming event. Many are extremely clever, and all are a tribute to the teaching staff of our public school art department.

Halloween has long been viewed by the younger generation as an occasion for exercising an inalienable right to indulge in pranks. Although our primary objective in setting up our all-inclusive celebration was not the elimination of such pranks, it is good to be able to report that by keeping youngsters off the streets and permitting them to expend their energies otherwise, we have been the means of reducing property damage so materially that today it approaches the vanishing point.

The basic purposes and objectives of Newton's celebration may briefly be expressed in this way: to form a correct concept in children's minds regarding Halloween, and to remedy previously held erroneous ideas about it; to afford children intelligent, thoroughly pleasant, but safe enjoyment; to spend only a limited amount of money, but enough to avoid damage usually amounting to more than the expenditure; to divert children's minds from mischief to healthy pastimes; to teach them respect for other people's property; and, *above all,* to instill in young minds the fundamentals of good citizenship. Beyond question, these purposes and objectives are being achieved.

It was nine years ago that we made our first feeble attempt to launch controlled parties; and we found the going hard. Indifference, downright opposition, lack of funds—these, and more, balked our efforts. Within a few years, however, we were rewarded by a rising tide of interest and cooperation, culminating in the present all-out, enthusiastic backing from every quarter of the city, every stratum of society and the clergy of every faith.

Our greatest impetus came, undoubtedly, when Dr. Homer L. Anderson, our former superintendent of schools, accorded us the moral and active support of his entire department. As he said in his statement of the policies of the Newton public schools regarding the Halloween parties: "We concur with the purposes and objectives of the recreation department in sponsoring and directing the annual Halloween parties . . . We stand ready to cooperate on a voluntary basis to make the parties a success and secure the results desired. *Since this is an out-of-school educational experience, it naturally follows that it be supported wholeheartedly by the staff of the public schools."*

Coincident with this statement, all facilities of the school buildings were made available to us: visual equipment, pianos, radios, gym materials and suitable rooms. Principals freely assisted committees in the selection of parent leadership by submitting lists of interested parents, and by arranging for the sale of tickets to pupils through their teachers. They encouraged teachers to discuss with pupils the purposes of the parties and the real meaning of Halloween; to use the occasion to teach good citizenship habits, with special emphasis on respect for other people's property; and to direct attention to the celebration as an illustration of how a community project can be made successful through the cooperation of many people giving of their time and energies unselfishly.

Our present superintendent of schools, Harold B. Gores, is heartily continuing Dr. Anderson's original policies. He is of incalculable help to us, not only because of his keen personal interest, but by granting us unreservedly the full weight of his department. So convinced is he of the long-ranged benefits of our celebrations, he is now asking us to include parties for tiny tots. His thought is to have these tiny folks' first experience with school a pleasant one.

All in all, our Halloween project is an enriching experience for everyone concerned. The happy faces of the children as they take part amply make amends for all the hard work and time put into their Big Night. But even more gratifying is the assurance that our parties are accomplishing the purposes for which they were designed. For nine years—almost a full school generation—our children have come under the influence of those controlled, planned parties. Their conception of Halloween certainly is far different from that of the youngsters of a previous era. That is worthwhile, indeed! And there is no gainsaying the fact that of inestimable value in the development of juvenile character is the first-hand evidence that their parents, neighbors and teachers, by working together in one common cause, can do a big job well.

This investment should return even greater dividends in the future when the welfare and the conduct of the city come into these very children's hands. The things they are learning now should help make their Newton of tomorrow an even better community than it is today.

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Square Dancing fo

"HONOR YOUR PARTNER!" Wide, colorful skirts bobbing, the girls of the Marie Blodie Club curtseyed deeply, then went into the opening figure of their square dance before an enthusiastic audience gathered in Los Battalion Hall of Brooklyn's Rego Park. While the band played modern and folk tunes, the young women progressed from elemental steps and figures into difficult dances that are only seen as specialty numbers—their time, coordination and movement flawless. When the final chord coincided with the final curtsey, the breathless girls were greeted by spectators who rushed onto the floor with congratulations, many of them anxious to join the club and participate in their dances. It was only then that they learned what many of the audience had never suspected: all members of the Marie Blodie Club are blind! Yet they are regular square dancers, annually put on a dance festival—and rarely does the audience see a misstep.

Square dancing, now in the throes of rebirth across the country, has a wide range of appeal. Its position of increasing importance as a diversion for handicapped persons has spread to include groups of all ages.

Philosophy underlying the reason for a renewed interest in square dancing is soundly based on the deep-seated need of all persons, of all ages, for socialization, which such a diversion can meet, and still combat the trend toward activities outside the family circle. It revives interest in America's own folklore and music. An obvious benefit is the recreation and healthful exercise afforded to all.

The general public, excluding the inner circle of square dance devotees, is not aware that dances are scheduled for nearly every evening in the parks, clubs or recreation centers of most cities, and that square dances are regular week-end entertainment in many rural areas.

The public is still less aware that instructors have successfully taught square dancing to widely diversified groups of handicapped persons, with results gratifying to all concerned. Although methods and procedures used are too new to have become standardized as yet, certain instructions and the resultant success of the dancers indicate that these methods may be profitably used by other recreation directors who deal with the handicapped.

We have worked always with a basic premise, "What can square dancing do for the people?" while teaching square dancers and instructors throughout the country. Some of our pupils have been amputees confined to wheel chairs, psychoneurotic and other mental cases, the cerebral palsied, the deaf and dumb as well as the blind. The Marie Blodie Club girls are some of our prize pupils.

Handicapped persons prove to be interested and willing pupils—rarely does one meet a group for which some teaching technique cannot be adapted. I first became interested in this specialized form of square dancing when, during the war, I had the opportunity to teach amputees in a veterans' hospital. Straight line figures, we found, can be quickly mastered by the boys wearing artificial legs; while no "step" existing was beyond the scope of amputees confined to wheel chairs. They, of

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Mr. Durlacher, well-known to the recreation field and several times in charge of dancing at National Recreation Congresses, needs no introduction. His books, "Honor Your Partner," complete with music and instructions, and "Play Party Book," for the younger set, are now in their second printing. His four albums of recordings, ranging from beginner's to advanced, also entitled "Honor Your Partner," can be used to teach leaders and furnish the music for actual dancing. For further information, write Mr. Durlacher, at his home, Freeport, Long Island, New York.

Reprinted from *The Crippled Child*, Chicago, Illinois.

he Handicapped

course, easily out-maneuvered their nurse-partners, who, for uniformity's sake, also "danced" in wheel chairs. Nevertheless, at the end of the first lesson, the group could run through their do-si-do's and "promenade all around the hall" with a good amount of precision and, most important of all, have a wonderful time doing it.

While 100 square feet is considered the required space for the average group of four couples, wheel chair dancers need about 400 square feet, or an area about twenty by twenty feet. Mechanical complications, confronted while making turns and so forth, are compensated for by playing the music at seventy-five per cent of normal tempo.

Most groups of handicapped dancers can begin with a simple circle dance, their joined hands creating a feeling of security and safety. The men have one basic rule to remember: keep your partners on your right. Invariably, however, when a collision on "circle to the right" results from a confused sense of direction, we carefully explain that the right hand is "the one with the thumb on the left hand side," sparing the dancers embarrassment. Every group responds to expressions of genuine encouragement and, when treated with kindness and mutual respect, is receptive to the teaching and has fun while learning.

Square dancing can bring much to the lives of the cerebral palsied. Tempo of the music is reduced to fifty per cent of normal speed, and the caller carefully bases progress on the average person in the group. Square dancing, no matter what the age of the dancer, is never heralded as a class or lesson, but simply as a game. Everyone is taught at the beginning that its success depends on cooperation, with partners helping each other if necessary. I've added a new word, "psyrology," to my vocabulary, formed of psychology, psychiatry and sociology, understanding of which is absolutely necessary in working with groups such as these.

Group activity can prove to be of great benefit to the introverted personality—which surely described Teddy the first time we saw him. Small and shy, he hung at the edge of the crowd at the summer camp's square dances and refused to be drawn into the activities. When, at last, he was no longer able to resist the persistent coaxing and stepped out onto the floor, it was obvious that one of Teddy's feet was badly crippled. Dancing meant many falls and moments of embarrassment at first, but with dogged determination he kept trying. He

Handicapped children at Camp Paivika, in California, quickly find that square dancing helps everyone get acquainted, adds to fun.

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was a regular dancer from that summer on and, at last report, his ego had been so bolstered that he had become one of the popular members of the teen-age set. His group dancing can perhaps be credited with starting him on the path towards better social adjustment.

Problems arose in our initial efforts to teach the deaf and dumb to square dance. The problem of communication was solved in short order by the use of signs for "boy," "girl," "under," "over," "around," and so on. A recreation worker was recruited to thump a stick on the floor, creating vibrations by which the dancers were able to determine the tempo. Students at the Nebraska School for the Deaf and Dumb in Omaha, eager to learn, mastered basic steps as rapidly as normal persons. A piano or recordings furnished the music, and the caller attracted their attention to signals by using a light which he switched on and off.

Blind persons can be excellent square dancers, but it must be emphasized that the "new" or recently-blinded persons should be taught separately from the "old" blind, who have had many years to adjust to their handicap. If the two groups are mixed, the new blind will feel at just as great a disadvantage as would the old blind if they were forced to dance with sighted persons.

The new blind are started off easily with circle dances, holding hands so that they never need have the insecurity of losing contact. They progress to "squares" of four persons each, and the secret of their obvious ability to master square dancing lies in the fact that every step is numbered—making it mathematically impossible for them to follow directions and not return to their correct position. Just as important as correct technique, the teacher must love the people and the work and, above all, never inject sympathy into his remarks. By keeping an eye on the average, so that the rate of learning will not be discouraging, and by showing how easy the dancing can be by starting off with simple figures, the teacher can create an appetite for more, and for all the enthusiasm he could ask.

The old blind, we found, are not nearly as sensitive as those who have been recently blinded, but require fifty per cent more time to teach than normal persons, and progress best at a tempo about sixty-five per cent of normal. With their ability to read the tone of their teacher's voice, they can be taught the most intricate figures, and will take the inevitable bumps and mixups in stride if they are taught as any normal group. Under no circumstances, however, are the blind to be taught in a mixed group with sighted persons.

Psychological patients can learn to square dance if the speed of the music is cut to seventy-five per cent of tempo, and they are treated as normal. The teacher must convey, by the tone of authority in his voice, exactly what he means and wants. Because it is necessary to repeat instructions in order to gain complete absorption, this group often takes eighty per cent longer to teach. The perfect results, once the steps are mastered, are astounding. In one hospital, 150 patients went through seven dances and were asked to review three of them. In all of these freshly-learned figures, only three mistakes were made, and they were just natural mistakes—and all made by nurses, who were acting as partners!

Whether square dancers be on ice, roller skates, or horseback, handicapped or not handicapped, old or young, theirs is a recreation that gives back far more than it demands, providing fun and exercise for all who will participate. Because it is a group activity, it stimulates cooperation, and many of us have come to realize that we help ourselves best when we are helping others. Understanding the other fellow's problem will help the individual to understand and solve his own—to the tune of toe-tickling music and the rapid square dance parlance that follows when the caller says: "Honor your partner!"

The following publications should help you get off to a fine dancing start. These, and many others, may be ordered from the National Recreation Association, 315 Fourth Avenue, New York 10.

Barn Dance Returns, The.....$ .15
Complete plans for a rollicking and fun-filled old-fashioned barn dance.

Dances and Their Management (MP 313). .15
Suggestions for conducting community or public dances or small group dances. Includes dance games and stunts.

Fun for Threesomes..... .50
Musical mixers, folk and square dances for groups with more men than women, or vice-versa.

"Good Morning" by Mr. and Mrs. Henry Ford ..... .75
Old-time dances with music, calls and figures.

Musical Mixers and Simple Square Dances .50
Mixers, group and couple dances and square dances.

References on Square Dances (MP 327). .15

Some of the Dances and Mixers Used at the 1949 National Recreation Congress (MP 425) ..... .15

We Are All Handicapped

N. H. Pepper

AREN'T we all handicapped in some way? Do you feel that *you* are not?

Eminent sociologists and psychologists tell us every day about people who have inferiority complexes. These people are handicapped. Doctors tell us about children and adults who have weak hearts. They are handicapped. Teachers tell other teachers about pupils who are mentally retarded. They are handicapped.

Now let us look at the average person—you, the reader. Can you do perfectly everything you try? If you can't, then you can consider yourself in the handicapped field!

We need to understand better the physically handicapped person. The only difference between us is that his handicap is one that everyone can see. Children and adults who have physical handicaps need this understanding from other people. We must realize that the physically handicapped want to belong, want to play, and have the same needs and desires as the physically normal beings around them. They don't want to have special consideration. They do not want to be left out—they can play just as well as most of us, but they are not included because they look as if they cannot play.

One summer, as director of Kiwanis Camp for Crippled Children, in Plymouth, Indiana, I found that these youngsters, from all walks of life, were the same as normal children. Some of them were daredevils and would do anything that might challenge a normal child. Some were timid and had to be urged; some wouldn't try anything. Through conferences with parents and with the children themselves, we found that such differences came about, in large part, because of their experience with understanding—or the lack of it—from parents, teachers, other people and other children, both normal and physically handicapped.

For example, one boy had been in an automobile wreck in which both legs were amputated below the hips. This boy was adjusted to his handicaps, went swimming, walked on his artificial legs. If he fell, he picked himself up. He played baseball, hiked, did everything for himself. This boy was encouraged to play and to do things as if he had no physical handicap. The result was that he got along very well until someone would say to him, "You can't do that because you have no legs." That is when he became handicapped—by a handicap that is far more dangerous than any physical one can be. Since play is a normal thing for both children and adults, when you tell another person he cannot play because of a physical handicap, you are making that physical one grow into a mental handicap as well. Most children with physical handicaps would be normal in every sense if other people would allow them to forget their troubles.

The only thing that a leader has to remember when working with handicapped children is that they want to be considered as normal beings and want to do the normal things that others do. Sometimes some things must be modified for them, but they can still enjoy playing the same type of game. Children who play ping-pong in wheel chairs play just as well and get just as much fun out of it as others who stand on their own feet. The same applies to archery, volleyball, swimming, rowing, picnics, campfire programs, baseball, and all the other activities that go on in camps, schools or on playgrounds.

So, the next time you see a physically handicapped person, remember that he is not "different," that we all are handicapped in some way. Let us have a better understanding of our physically handicapped people.

Author is professor of health, physical education and recreation, Morehead State College, Kentucky.

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Expansion of NRA Field Services

Many proposals for the closer cooperation of the National Recreation Association with recreation leaders throughout the country, as well as for ways of increasing the effectiveness of association services, have been under serious consideration during recent months. As a result, the first step toward such goals is an expansion of association district field services as of July 1, 1950. Because community provisions for recreation are increasingly being supplemented by state facilities and services, the thirteen district representatives of the association will now take on the responsibility of working with state agencies, in addition to their regular community services. This work, however, will be supplemented by a central clearing service to maintain a national exchange of experiences. The special knowledge and experience which Bill Hay and Harold Lathrop have accumulated during the years of their exclusive service to state agencies will continue to be available for special state projects.

Mr. Hay and Mr. Lathrop have been newly appointed as additional association district representatives, the former to serve in the states of Alabama, Mississippi, Tennessee in the southern district; the latter in the states of Colorado, North Dakota, South Dakota and Wyoming in the north central district.

William Hay

William M. Hay comes from the Southland, studied at North Texas Agricultural College and Iowa State College. In 1936 he worked for the state of Tennessee as recreation assistant in the Division of Forestry of the Department of Agriculture. In 1939 he assumed the duties of director of the Division of State Parks; and, in 1942, he became state recreation consultant to serve towns and counties. He is a member of the American Institute of Park Executives, the National Conference on State Parks, and is one of the originators of the Association of Southeastern State Park Directors. He has represented the NRA in state work for the last three years.

Harold Lathrop

Harold W. Lathrop, who also has been doing state work for the association, grew up in Minneapolis. He studied civil engineering at Dunwoodie Institute and quickly secured employment with the Minneapolis Board of Park Commissioners. From 1927 to 1934, he was engaged in the planning of parks and playgrounds; and, in 1934, he was drafted by the governor to serve as the first director of the Minnesota state parks and to write the legislation which would set up a separate state agency. Through succeeding years, his interests and concerns broadened to include the recreation field. He was president of the National Conference on State Parks from 1942 to 1946 and is now a life director.

George Nesbitt will replace Clarence Brewer as district representative in New York State, thus freeing Mr. Brewer to devote full time to industrial recreation and park recreation. Mr. Nesbitt, graduate of Ohio State, has served the NRA for many years and is well-known for his field work in twenty-eight states and in Canada. Mr. Brewer, also a graduate of Ohio State, has been with the association for a long time, too, as field representative and in charge of industrial recreation.

Richard S. Westgate, formerly superintendent of recreation in Portland, Maine, joined the association staff in August, 1950, to be district representative in New England, covering Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island. At one time, he served as the first full-time superintendent of recreation in Montpelier, Vermont; his initial professional experience in the public recreation field having been obtained in Reading, Pennsylvania.

Also recently appointed to NRA district field service in the Great Lakes district area are Robert L. Horney—for Illinois, Minnesota, Wisconsin, and John J. Collier—for Indiana, Michigan, Ohio. (See RECREATION, January 1950.—Ed.)

George Nesbitt

Clarence Brewer

R. Westgate

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Recreation - IN THE INDUSTRIAL PLANT

Clarence E. Brewer

Outlining a procedure of establishing management-union cooperation

For some years, labor leaders have recognized the value of employee participation in recreation activities during off-duty hours. In 1942, Philip Murray, then president of the CIO, gave an address at the National Recreation Congress in Cincinnati in which he said:

"Unless the men and women in the mills and factories of this country are provided with adequate recreation facilities, their morale and efficiency on the job will suffer. . . . Recreation, like education, is a basic human need and should be provided by the communities where the production workers live. Organized labor has sponsored and cooperated with industry and other community forces in the provision of recreation. This shall continue to be one of labor's important objectives."

Today, national labor unions and affiliates encourage local unions to organize their own recreation programs. (See article on page 219.)

On the other hand, management concern for employee recreation, dating as far back as 1900, has grown into flourishing programs across the country, many of which are conducted with the active cooperation of the employees or by the employees themselves. It is widely acknowledged by all that recreation programs can make for good employee relations and good community relations.

The next steps in the progressive development of the plant recreation program, however, logically should be cooperation of labor organization and management in correlating all recreation concerns, interests and objectives into one over-all well-rounded, well-synchronized recreation program, and coordination between the total plant program and the local community recreation program. It almost goes without saying that such action would increase employee interest and participation.

Admittedly, there will be some difficulties to overcome; but, in those instances where the desire to work together is genuine on both sides, they can be surmounted to the point where successful cooperation can exist. It must be borne in mind that under no centralized administrative control yet devised has there been a complete absence of problems growing out of combinations of different interests. Fortunately, any difficulty can be discussed and solved if there is a desire on the part of those involved to work out harmonious relationships.

The establishment of a labor-management sponsored recreation program for all plant employees, regardless of any affiliation, can be very simple, and not at all difficult to create. There is no need for a complete reorganization of administrative control or of financing. The activity program need not be changed, but consolidated in specific cases. Such a plan should provide for a plant recreation council composed of not less than six, nor more than twenty members. The number on the council would depend upon the size of the industry. One-half of the members should be appointed as management representatives, and the other as local union representatives. No member of the council, however, should feel that he is on the council solely to represent his respective organization. He should understand that he is expected to have a genuine

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Clarence E. Brewer has just been placed in charge of industrial and park recreation on a nationwide basis by the National Recreation Association. For further information on this change, see page 194.

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desire to work for the best interests of all employees in conducting a broad range of activities for them.

The duties of the council would be the same as those pertaining to any executive committee. It is impossible, however, to fit any activity into a plant organization without making such activity responsible to some designated person holding an executive position. Therefore, the plant council should be responsible to the personnel director, public relations director, employee services manager or other person with similar status who should be the advisor or consultant for the council—just as an employed recreation director must be responsible to a designated person in a company executive position. If management pays the salary of the director, and if the company is to assume responsibility for the acts of the recreation director legally, it is necessary for the company to employ him; otherwise, the company could not be held responsible.

In the financing of the consolidated programs, existing means of financing should continue, with the local union contributing the amount stipulated by the bylaws of the union, or by other means agreed upon. Ways of financing employee recreation programs usually are by either one or all of the following methods:

a. appropriations from the company
b. appropriations from the union
c. profits from vending machine and canteen sales
d. membership fees, admission charges for certain events
e. making some activities self-supporting.

The plant recreation council should compile an annual budget and provide the ways and means of meeting expenses of the program. The treasurer of the council should be bonded, and all monies derived from any activity should be deposited with the treasurer, who will keep proper records of income and expenses and submit monthly reports to the plant council. The plant council should have the necessary authority to discharge properly its duties. It should make policies concerning recreation activities only, deciding which activities are to be promoted or which old activities are to be abandoned, and it should also make a careful selection of committee personnel.

In large plants where there are a number of departments, divisions or other manual working units—each large enough to have its own workers' recreation committee for departmental activities—a departmental or unit committee should be selected by the plant recreation council. Each unit committee should select its own officers, and be responsible for the departmental or unit recreation activities. The chairman of the departmental committee should meet monthly with the plant recreation council in order that each member be kept informed of program activities, and to coordinate plant recreation programs.

In smaller plants, it would be advisable for the plant recreation council to appoint activity committees—such as a bowling committee, and so on—to conduct specific activities. The chairman of each activity committee would meet with the plant recreation council monthly and be responsible to the council and the recreation director.

Experience has shown that administrative machinery runs more smoothly if the employees enjoy the control of their own recreation program. Programs which provide activities offering employee participation according to individual interests, inclinations and skills will also provide equal opportunity for the development of leadership qualities. The planning of the programs should be done largely by representatives of labor and of management through joint management-labor committees. There should be a sincere and cooperative spirit between labor and management, free from any selfish interests and gains, and a better understanding of the need for clear thinking and active doing.

Contributors and Friends—

Please accept our hearty thanks for the good program material which you are constantly sending to the association, and to its publications department! This material includes your local bulletins, annual reports, announcements of special local events, newspaper clippings, and so on. There often is not time to write a special letter of thanks to each of you; but please know that such material is valuable indeed and that we always are grateful. Whenever possible, we pass it on to others via the magazine or the bulletin service—and, in addition, it keeps us up-to-date on the progress you are making and the interesting things which you are doing. Please continue to remember us.

HEADQUARTERS STAFF
NATIONAL RECREATION ASSOCIATION

When a University and Community Cooperate

Jean D. Grambs

"WE NEED LEADERS and assistant leaders," cried the directors of youth agencies in Palo Alto, California.

"Our students need more experience with young people before they go out to teach," said members of the faculty of the Stanford University School of Education.

Was there any one solution to meet both needs? Yes, for Palo Alto and Stanford found the answer.

The roots of this unique story of university-community cooperation lie in the program of the Palo Alto Youth Coordinating Council, a meeting ground for all local agencies concerned with the welfare of youth. The council finds places in the community where it can be of service, establishes a program and, when the program has proved its merit, encourages another local agency to continue its sponsorship. Thus it worked on the leadership problem of the youth agencies. A committee was appointed by the coordinating council to see if some method could not be found which would provide a continuing source of leaders and assistants, and came to the conclusion that part of the solution was in the School of Education at Stanford.

Starting on an experimental basis, students working for a high school teaching credential were apprenticed to local youth groups for one or more quarters in connection with a required course. The council agreed to finance the services of an expert in group work leadership training for the first year, who was to give the neophyte group leaders some basic skills and orientation in the work.

Each student enrolled in the general methods course—required of all teacher candidates—was assigned to one of the local youth agencies after each supervisor had outlined the leadership possibilities in his agency. On the basis of the student's previous experience and special skill, he was assigned to a youth group as leader or assistant leader; or, in some cases, two students would take over joint leadership. About fifteen hours of class time were devoted to lectures and discussions concerning the problems of leading youth groups. During the first quarter of the experiment, agency supervisors attended the special class sessions and met frequently with the instructor outside of class to assess the program. Towards the end of the quarter, student representatives, agency supervisors, the group work consultant and the course instructor sat down together to evaluate the experience. Out of this discussion came many suggestions for ways to make the activity more meaningful for the students and more effective in terms of the agency programs.

This general pattern was followed for the three quarters of the first year of the program. Many changes in administration occurred; the content of the group work part of the course was made more realistic; methods of evaluating student participation were developed. Agency supervisors were learning the kind of introduction to the agency that students need, and the School of Education was learning more about its students as potential teachers. The students themselves are in almost complete agreement that the experience with youth groups was tremendously valuable in preparing them for teaching.

The participating agencies also are very enthusiastic about the program. Agency supervisors tell

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us that these college students add a new zest to their whole leadership program. They have new ideas, a point of view untrammeled by the "agency attitude," a genuine interest in the work and in the children and, last but not least, they are very popular with the children in their groups.

As the course is organized now, the students write rather extensive reports during the quarter of their assignment to active leadership. A general outline has been prepared by the instructor with the advice and criticism of the agency supervisors, which helps the students see the problems of leadership, individual and group behavior, and to apply what is learned to later school and classroom situations.

Each agency supervisor comes to the class every two weeks for one hour for a group supervision session with the students assigned to his agency. During the first three weeks of the course, the instructor concentrates on helping the students develop leadership skills and understanding. Class discussions, lectures, sociodramas, outside reading are utilized in the training. Since the basic concepts of group dynamics are as vital for the teacher in the classroom as for a group leader, it is felt that this emphasis is a sound part of teacher-training. The discussion leads towards a clearer understanding of the teacher as a democratic leader, rather than as an autocrat.

Participating agencies include the Girl Scouts, Boy Scouts, YMCA, YWCA, and the Palo Alto Recreation Department. Approximately 300 students have taken part in the program during the six quarters that it has been in operation. Of this number, about one-fifth have continued to work with their youth group voluntarily for one or more quarters. A number have become camp counselors during the summer as a result of this class experience. Best of all, these teachers-to-be now have a genuine appreciation of the role of the voluntary agency in contributing to youth welfare, and a deep desire to bring these values into the classroom. This program can be tried by any community that is near a teacher-training institution.

SQUARE DANCE WITH A BULL

At a recent recreation institute conducted by Anne Livingston of the National Recreation Association, the class presented her with a token of appreciation. Sam Brake, a quiet, shy man, made the presentation. After telling how much the week had meant to him, he nearly broke up the meeting by unexpectedly going into the following story:

• "I am Sam Brake of Rocky Mount, North Carolina; and my work is dairying.

"I went out to work this afternoon. When I went to an adjoining barn to feed the herd bull he was standing squarely over his feed box. I said 'Move Buster'; Buster didn't move. I said 'Move Buster'; Buster didn't move.

"I didn't know what to do.

"I thought about the square dance lessons I had learned at the recreation institute in Rocky Mount. I put into practice the step left and swing right. Yes, I stepped left and 'swung.' I struck old Buster right up under the edge of the barn. That made him mad; he turned to charge. I didn't have a pitchfork, which is the best weapon in a case like this. In the barnyard slush I did the 'step and slide.' I stepped one step and slid back two steps. I stepped again and slid back two steps. There I was, nearer Buster than ever.

"What was I to do? Again I turned to the square dance lesson. I did a do-si-do right (half way). Now I am at the other end of the maddest bull in the state. This was temporary relief, but Buster was still between me and the barn. Again I turned to dancing. With no right hand to clasp, I grabbed hold of Buster by the tail and shouted 'Allemande right' and swung this beast half way around. Now I am in front; my next thought was 'Promenade home'."

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HOBBIES

THE REGENERATION OF CHINA

Paul Olsen

John McNamara demonstrates.

AFTER FORTY YEARS of banishment to the storage room, Chicago is watching hand-painted china come back to modern dining rooms with—please excuse the mixed metaphor—a crash!

Most housewives are glad to welcome beautifully hand-decorated service plates on easily-cleaned hangers, to add attractiveness to their bare dining room walls. Tall, graceful chocolate sets, their delicate beige backgrounds splashed with full-blown white roses, are also reappearing in gift shop windows.

Singlehandedly, eighty-year-old John McNamara is promoting a recreation movement in local china-painting circles. Having retired from forty years of service with the Chicago Board of Education, he is surrounded, from morning till night, by old-timers brushing up on an almost forgotten art, and by china enthusiasts who drop in to pick up new ideas from the old master while using his gas-fired kiln.

The walls of his living room are adorned with paintings whose skillful execution attest to his progress. One landscape depicts a herd of sheep descending a steep hill in his favorite vacation spot, the Canadian Rockies, and is a masterpiece of finely-wrought detail.

Since World War II, something new has been added to simplify the McNamara technique. Through relatives of an ex-GI grandson who married overseas, he obtains lovely scenic decals of featherweight transparency from Nuremberg, Germany. After a suitable background color has been tinted in, the decals are applied to the plates with a colorless mucilage. The decorators then "white out" much of the detail and brighten colors with their own powder and turpentine mixtures.

The completed work is placed in the kiln and fired up to five hundred degrees. When it achieves a bright red glow, the gas is turned off and the china is allowed to cool in the closed kiln. The results are delicate Watteau-like paintings on pastel backgrounds, bordered with the painters' choice of tiny floral decals or etched gold.

Only recently the McNamara alumni dispatched a state-sealed order for gold service plates etched with hydrofluoric acid to the governor's mansion in Boise, Idaho. Orders for the specialized grape-cluster designs also flow in steadily from far points of the country to which their fame has spread.

John recently journeyed to Louisville, at the invitation of the American Radiator Company, to demonstrate the painting and firing of bathroom tiles. He also makes week-end jaunts to coach suburban assemblies of oldsters whose enthusiasm for a lost art has been revived. Graduate pupils stand in as instructors during these trips. Many of them have opened studios in their own homes.

In spite of the steadily-increasing demand for hand-painted china in the shops, with delicately-tinted Dresden figures ranking as best-sellers in the wedding gift department, John McNamara derives all of his compensation from the happiness of his older students. Estimating the unused talent lying idle throughout the country as immeasurable, he thinks all former practitioners of his beloved art ought to get out their old square shader brushes and dust off the paintbox for a new lease on life.

Mr. Olsen takes a lively interest in reporting unusual recreation activities of Chicago residents.

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RECREATION LEADERSHIP TRAINING IN HIGH SCHOOL

William B. Pond and Gene L. Coulon

RECREATION is not just a term applied to the leisure time of boys and girls; nor is it applicable only where an established recreation program is carried out. It involves the leisure-time activities of everyone from the tiny tot to the oldster.

The schools of today have as a motto "Education for Living" and, in their program, they include such activities as physical education, shop, handcrafts, art, dramatics, music. In fact, anything which might enrich the daily life of the student at the moment or provide a carry-over activity for adult life is now being offered in many schools.

However, in few, if any, cases is the student given the basic philosophy of leisure-time activity or taught how to apply its carry-over values in terms of his daily leisure activities. Neither is the student given the training nor the opportunity to utilize his organizational and planning abilities in regard to recreation or leisure-time activities. Even though today he may be fortunate enough to live in a community with an established recreation program, it does not follow that he always will. A situation may arise wherein if he does not have leadership skills and the know-how to organize activities in his own community, that community will have no opportunities for such activities.

Well-aware of these facts, the recreation council in Renton, Washington, and the local school district decided to attempt to enrich the school program by jointly offering a recreation leadership training class in high school, open to eleventh and twelfth grade boys and girls. This class has now been in operation for nearly three years and the results, from the standpoint of the school, student, and the recreation department, are certainly very gratifying indeed.

The course is set up on the same basis as a business training course or any similar course, with the class meeting one hour per day for the first semester for one graduation credit. The second semester is on a project basis, also entitling the student to one graduation credit. However, the student is required to put in 125 hours of actual on-the-spot leadership under the direct supervision of the local playground leader before any credit is given. These 125 hours entitle him to one more credit, making available three graduating credits in one school year.

The first semester is devoted entirely to lectures, discussions and demonstrations in the classroom, using as a text *Adventures in Recreation* by Weaver Weddell Pangburn, supplemented by the following material:

The Recreation Movement in America; A Brief Bibliography for the Recreation Library; Recreation Leadership as a Field of Work; Recreation Leadership Standards; Some Leadership "Do's"; Training Volunteers for Recreation Service; Community Recreation Buildings as War Memorials; Recreation Areas—Their Design and Equipment; Selected Bibliography on the Construction, Administration and Operation of Swimming Pools; ABC's of Public Relations for Recreation; Introduction to Community Recreation, George D. Butler; *Is Park and Recreation Service a Governmental or Proprietary Function of Municipal Government?; Playgrounds—Their Administration and Operation,* George D. Butler; *Day Camping; 88 Successful Play Activities; Suggestions for an Amateur Circus* (MP 26); *Water Games and Stunts* (MP 158); *Gay Nineties* (MP 314); *Indoor Carnival; The Barn Dance Returns; "Good Morning,"* Mr. and Mrs. Henry Ford; *Arts and Crafts for the Recreation Leader; Craft Projects that Can Be Made with Inexpensive and Discarded Materials* (MP 256); *Adventuring in Nature; Home Again* (MP 321); *Home Play; Home Playground and Indoor Play Room* (MP 73); *Homemade Play Apparatus* (MP 277); *On a Rainy Day,* Dorothy Canfield Fisher and Sarah Fisher Scott; *Parks—A Manual of Municipal and County Parks; Parks*

Mr. Coulon succeeded Mr. Pond as director of recreation, Renton, Washington. Mr. Pond is now the acting supervisor of the Recreation Division of State Parks and Recreation Commission of Washington.

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and Recreation in the Postwar Period; Recreation for Girls and Women, Ethel Bowers; *Active Games and Contests,* Mason and Mitchell; *The Normal Course in Play,* Joseph Lee; *Public Education in Washington,* George D. Strayer; *Games for the Playground, Home, School and Gymnasium,* Bancraft; *Play in Education,* Joseph Lee; *The Administration of Public Recreation,* George Hjelte.

Stress is laid upon the recreational philosophy of the group and the individual, and a thorough study made of programs, administration, sources of finance, problems pertaining to specific age groups and skills. Use is made of specialists in different fields, who act as resource people.

The second semester is devoted to individual projects, with each student responsible for the complete planning, organization, promotion, actual events, probable costs and other pertinent facts of a special program. Special recognition is given to the student for organization of any actual activities. For example, our students this year actually organized and helped conduct touch football leagues, baseball leagues, dance classes, soccer teams and tournaments, Christmas programs, dramatic clubs, junior clubs, social dances, basketball tournaments, marble contests, finger painting, model airplane clubs and many other projects.

The 125 hours are divided so that the student works ninety hours in fields with which he is familiar—for example, in athletics, music, dramatics — and thirty-five hours in fields which are foreign to him but in which he has shown some interest.

It is much too early to evaluate the long-range benefits of this program since time, and only time, will tell. However, it is apparent from recent reports that a higher percentage of students of the recreation leadership class in Renton are pursuing recreation study in college than from any other high school in the state. While this is not the sole purpose of the class, as many recreation leaders will recognize, it is a healthy situation in view of the rapidly-expanding field of recreation and the consequent need for competent leadership.

Another value witnessed over this three-year period, and one that is desperately needed by so many recreation organizations, is the help that the course has given in the selling of a recreation program to the community. This is constantly done by present and past students of the class. The knowledge gained through student participation as to the complicities of over-all organization has given them a clear understanding of some of the problems facing recreation. Consequently, they, in their daily contact with students and adults, are acquainting others with the problems that must be overcome before the desired results can be attained. This creates an interest on the part of citizens, and citizen-interest in any worthwhile community project usually brings results.

This year, members of the class have planned and organized weekly teen-age dances. Three adult supervisors are in attendance, but the class members carry out the complete program. Attendance averages about 700 young people and, needless to say, a good time is had by all. This helps to prove that youth, given the proper instruction and guidance, is able to handle such situations.

Another example of individual organization by the students is the conducting of story hours and children's games. As members of the class live in various sections of the greater Renton area, they can reach outlying neighborhoods and districts easily. In his own locality, a student meets with the parents of children who are of pre-school and elementary age and explains the program offered through the recreation council. In this way, the parents become acquainted with the values of recreation and are extremely happy to have their children participate in the program under competent leadership. The number taking an active part in this student-supervised activity ranges from ten in the neighborhoods to seventy-five in the community centers.

It is only fair to say that the class is still in the embryonic stage, but as time progresses and conditions change, the necessary adjustments in class and field work will be made. So far, it has not been necessary to make any drastic changes.

It is most gratifying to see these students use their leisure for volunteer work in our community centers and playgrounds. This is one of the objectives we had hoped for but of which we could not be certain. The school district, park board and recreation council feel that the program certainly has shown merit; and not only do the benefits derived have bearing on local thought, but the possibility of future benefits to the community is becoming more and more evident.

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Psychologists tell us that everyone has certain fundamental needs. High on this list is the need for adventure.

Let's Go On a TOUR!

Too often we do not capitalize upon our local community resources. In program planning for boys and girls, our activities do not extend into the heart of the community.

Field excursions to points of interest may be easily and economically arranged to meet a holiday need for a trip program. These experiences, resplendent with ever-changing settings and new adventure, present another type of leisure-time project for the private or public recreation agency.

Local factories, stores, municipal buildings and other civic points of worth are awaiting the presence of a supervised recreation group. Commercial concern officials invariably are happy to arrange for a group tour of their plant. Most cities present a wide selection of choices for a varied and fascinating selection of visitation sites. The public relations value, especially if the group carries some identifying shirts, tags or bands, is worthy of note. Youngsters, while having fun, are actually learning through observation and experience with real and tangible values in the community.

Frederick M. Chapman is graduate assistant, recreation division of the University of Minnesota, Minneapolis.

The Grand Crossing-Chatham department of the Chicago YMCA has, for several years, sponsored holiday trip clubs for local boys and girls. These programs have been entitled the "Winter Fun Club," "Spring Fun Club," and so on—in harmony with scheduled holiday vacations that the children found hanging heavy on their hands. Through the media of newspapers, mimeographed flyers, bulletin boards and school classrooms, the advance schedule of trips is made available to the young people. Transportation fees for the tours are kept low. An advance registration assures a specific attendance number and simplifies planning for adequate leadership.

Imagine the thrill for members of one touring group to have had the opportunity to shake hands with the mayor! He gladly cooperated in taking three minutes out of his busy day to say "hello." While in the courthouse, this group was invited to view the city jail and to participate in a mock session of juvenile court.

Parents respond heartily to the addition of such informative trips to supplement the regular athletic and club programs that so typify many leisure-time agencies; while, for the youngsters, these activities add excitement and zest, creating days long to be remembered.

Your community may have a courthouse, news-

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Frederick M. Chapman

Seventy boys and girls, during tour arranged by recreation director of Port Chester, N. Y., inspect American airlines facilities at La Guardia Airport.

paper plant or sausage factory. The possible points of interest are endless, depending upon your particular geographic setting. Among the places of interest to boys and girls that have proved to be of consistent value are bakeries, telephone buildings, airports, state capitals, university athletic departments, soft drink plants, farms, cookie factories and federal reserve banks.

Several valuable suggestions for successful trip planning and execution include:

1. Arrange in advance with the proper official regarding the number in group, time of arrival and other conditions. A few days before your scheduled excursion, verify the particulars with the place to be visited.

2. Select destinations that appeal to your age group, that are of interest to children, and that assure you of some educational and recreative values.

3. Secure written parent permission for each child participant. This may be easily done through a blank to be returned with the fee and registration.

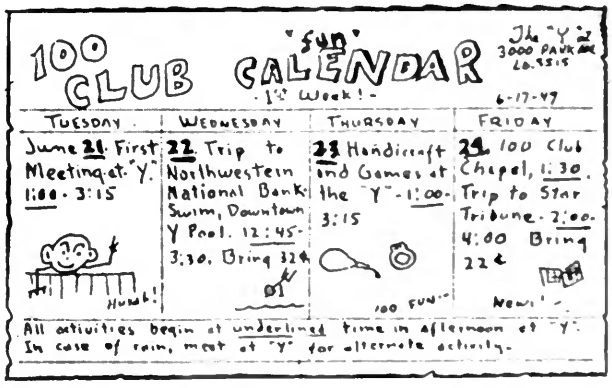
4. Invite parents to come as volunteer leaders. Check with them in advance regarding their responsibilities while on the tour.

5. Require all trip members to return to the agency at tour termination to avoid miscounted children and misunderstandings.

6. Use the "buddy system." Have youngsters walk in couples during the greater part of the excursion. At crowded intersections, police will be glad to assist your group in crossing the street.

7. If the boys and girls number well over thirty, divide them into squads or "tribes." Each subgroup may wear a colored badge, tag or arm band. A leader or "chief" is responsible for his tribe's behavior and order.

8. Through identifying devices (T-shirts, badges, caps, banners, ribbons), your agency will leave a real interpretive thought with the many factory or building employees who temporarily delay their work to gaze upon the touring youngsters who are so eager to learn and explore.


100 CLUB "SUN" CALENDAR
1st Week!
6-17-47
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
June 21 First Meeting at "Y" 1:00 - 3:15
22 Trip to Northwestern National Bank Swim, Downtown Y Pool. 12:45 - 3:30. Bring 32¢
23 Handicraft and Games at the "Y" - 1:00 - 3:15
24 100 Club Chapel, 1:30. Trip to Star Tribune - 2:00 - 4:00 Bring 22¢
All activities begin at underlined time in afternoon at "Y". In case of rain, meet at "Y" for alternate activity.

Some Last Minute Reminders

Register early! And while you are registering, get your tickets for the special events of the week that require them—the National Recreation Congress banquet on Tuesday evening, a tour of Cleveland on Wednesday afternoon, and the special luncheons.

The Congress will start out bright and early Monday morning with special conferences for recreation and park executives, industrial recreation leaders, hospital recreation leaders, and rural recreation leaders. These conferences will last all day; and the industrial recreation conference will run over into Tuesday.

For purposes of welcoming everyone and of gathering together new and old friends, right at the start, the National Recreation Association invites all registered delegates to tea on Monday afternoon from four-thirty to six. Many NRA staff members and Mr. Prendergast, executive director, will be looking forward to greeting you.

After attending the opening general session on Monday night, remember the traditional play demonstration in which *everyone* participates.

On Monday, Tuesday and Thursday afternoons, there will be sessions of the Congress recreation leadership training courses. Inquire at the registration desk, or consult your official program, for the courses which will be presented. NRA training specialists will be in charge. Register at the registration desk for any course you want to take.

Have you received your copy of the *Congress Preliminary Pamphlet?* You will need it to plan your activities during the session. If you haven't, send a request postcard to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York. The official program will not be available until you register.

Meet the folks! When registering, plan to take a few extra minutes to greet our faithful old friends, the manufacturers of recreation equipment, publishers and other exhibitors, who will be in the immediate vicinity of the registration desk. You will, of course, want to revisit them frequently during the week to discuss accumulated questions on equipment.

Ackley, Bradley & Day, Sewickley, Pa.
Ahrens Manufacturing Co., Grinnell, Iowa
American Handicrafts Co., East Orange, N. J.
American Playground Device Co., Anderson, Ind.
American Recreation Society, Washington, D. C.
Association Press, New York, N. Y.
Aviation Products Co., New York, N. Y.
A. S. Barnes & Co., New York, N. Y.
Beach and Pool, New York, N. Y.
Wesley Bintz, Lansing, Mich.
J. E. Burke Co., Fond du Lac, Wis.
Cleveland Crafts Co., Cleveland, Ohio
The Coca-Cola Co., Atlanta, Ga.
The Folk Dancer, Flushing, N. Y.
Frost Woven Wire Co., Washington, D. C.
Game-Time, Litchfield, Mich.
Hillerich & Bradsby Co., Louisville, Ky.
J. C. Larson, Chicago, Ill.
MacGregor Goldsmith, Inc., Cincinnati, Ohio
Magnus Brush & Craft Materials, New York, N. Y.
McLaughlin-Millard, Inc., Dolgeville, N. Y.
National Amateur Baseball Federation, Louisville, Ky.
National Bowling Council, Washington, D. C.
National Society for Crippled Children and Adults, Chicago, Ill.
Pennsylvania Rubber Co., Jeannette, Pa.
Pepsi-Cola Co., Long Island City, N. Y.
J. E. Porter Corp., Ottawa, Ill.
Rawlings Manufacturing Co., St. Louis, Mo.
Square Dance Associates, Freeport, N. Y.
Takapart Products Co., Freeport, N. Y.
United States Rubber Co., New York, N. Y.
W. J. Voit Rubber Corp., Los Angeles, Calif.
Weaver Wintark Sales Co., Shamokin, Pa.
Wilson Sporting Goods Co., Chicago, Ill.

CLEVELAND, OHIO

On the Program

General Sessions

The Honorable
Carl V. Weygandt

Cleveland as seen from Terminal Tower; public auditorium and stadium are shown in background.

Dr. Daniel A. Poling

CONGRESS general sessions programs will be of special interest this year. For instance, delegates will hear a panel of college presidents—chaired by the Honorable Carl V. Weygandt, Chief Justice of the Ohio Supreme Court—discuss the significance of recreation in the world today; college responsibility to students on the campus; their responsibility for the preparation and training of professional recreation leaders; the training of the student body for service to communities; how recreation can help to develop the characteristics and ideals of democracy; and how far the government has a responsibility for recreation.

In much the same way, a panel of mayors from different parts of the country and different kinds of cities, presided over by Harold Buttenheim, editor of the *American City* magazine, will discuss recreation as a part of municipal service. Dr. Daniel A. Poling, who is president of the International Society of Christian Endeavor, president and editor of the *Christian Herald* and editor of the *Christian Endeavor World,* will address an evening meeting. Dr. Poling is an honorary member of the National Recreation Association. Joseph Prendergast, executive director of the NRA, will be one of the principal evening speakers.

Frederick L. Hovde
President of Purdue

William E. Stevenson
President of Oberlin

John Schoff Millis
Pres. Western Reserve

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The FAITH

I AM SURE that you have often wondered about the purpose of life, of your life. Why are we here; why do some succeed; why do some fail? Why such a variety of opinion as to what is success, what is failure? If there is a great purpose back of our existence, and a great aim to be accomplished, then why do we at times seem to fail? Are we simply average; are we above average? If average, we are as near the bottom all the time as we are near the top. That is not a very inspiring outlook. Can we wrap up these various contrary thoughts into one package and place our name on it?

I am sure that we have all had the experience of coming to the end of a day with the feeling that nothing has been accomplished, and that the day has been entirely lost. But even to have lived with the thoughts of supposed failure in our mind, and to have done our best with the ability we have, is to have lived a successful life.

Too many people fail in life through trying to outdo someone else. We rather should constantly try to outdo ourselves. Let us hitch our wagon to an occasional star and give it a chance to go places. That does not mean we will always accomplish that which we desire or to which we aspire. Maybe we are not willing to pay the price to bring to maturity the dreams we have had. Maybe our plans were too small. Small plans lack the magic to stir the imagination.

The faith that is in us is not just a front for special occasions. It is the real person—yesterday, today and tomorrow. It is the driving force that carries on when you think that you are through, when you want to quit, when you think that you are not being paid enough, when you wonder if the results are worth the candle, when life has dealt you a bad streak of luck, when even your best friends do not seem to understand you. Hamlet, in his great soliloquy, reasoned thus: "To be, or not to be, that is the question. Whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles, and by opposing end them." Dr. Frank Crane said: "The great soul has its resources within itself. The small soul looks to outside things and other people."

None of us really tap the hidden springs of our being when things are easy and everything is going fine. Why should we put forth a special effort if it is not necessary? Don't try to run away from trouble or to by-pass problems—they may be your best friends.

Character, spirit, personality are just as much in need of exercise as your biceps if they are going to be strong to meet combat, opposition, stress and strain of being misunderstood. This faith that is in us then is not something to wish for and hope someday will be ours. It is something for which we fight; something that comes from self-discipline. Its very strength is that intangible spirit that never says die. If we are not willing to pay the price of conflict, we are not prepared to share the glories of the faith that can move mountains. In addition to being prepared to fight, we must be prepared to serve. An abounding faith built entirely on the cafeteria or self-service plan has little value. The word "service" connotates others. It means giving, not getting.

Granted that each of us, as a separate entity, is entitled to his place in the sun, we all owe a great deal to the past. A great many of our present ideas and methods of procedure come from our predecessors and are available to us not only as an inspiration, but as a sound philosophy. Your life need not be limited to your own personal practice. If we were compelled to confine our thinking within the narrow range of our own short period of conscious living, our lives would indeed be shallow. You can live intimately with all the grandeur of the

Author is superintendent of recreation, Lancaster, Pa.

* Paper presented at the Twenty-ninth Annual District Recreation Conference, Buck Hill Falls, Pennsylvania, April 1950.

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That Is in Us*

Grant D. Brandon

This paper could very easily be our collective thinking on the subject of faith. I am simply the record speaking. Much of it is ours, not mine, and has come as a result of our association for nearly a quarter of a century. It is at times impossible to say what is really you and what is the result of your associations. What you may like in the paper, claim as your own; what you do not like, let that be mine.—Grant Brandon

past. This is yours for the seeking. A dip into the stream of great thoughts that have preceded us is not only a privilege, but a duty. The outstanding figures in the field of recreation in the early days are a rich source of inspiration.

Mr. Braucher wrote, in the September, 1949 issue of RECREATION: "Much evil comes from not recognizing that most men and women, including ourselves, are so built that they need leisure in living as they need food, water and sleep. This little children know. If, as men gain maturity, without losing maturity they can retain the child's ability to live fully each day, then this world would become a much easier planet for all." And, in May, 1948: "The great job of the recreation movement is to find the people who have the gift of helping to keep all of time and existence alive."

Dr. Lawrence P. Jacks, a noted English writer and editor who visited our country on a tour in 1932, offers something to enlarge and strengthen that faith of ours. "The art of living is one and indivisible. It is not a composite art made up of adding the art of play to the art of work, or the art of leisure to the art of labor, or the art of body to the art of mind, or the art of recreation to the art of education. When life is divided into these or any other compartments, it can never become an art but, at best, is a medley or at worst a mess. The happiness that man's nature demands is impossible until the creative part of him is awakened; until his skill hunger is satisfied. Man's happiness, the happiness for which he was created, comes from within himself."

The breadth and richness of the recreation movement in America today owe much to Dr. John Houston Finley, who gave thirty years of his life to the recreation movement. "It will be a far more difficult task of civilization to teach men to use leisure rightly than to instruct them how to labor efficiently . . . Most of us waste enough time to make ourselves great musicians, artists, scholars, poets, able to minister our avocation to human happiness, even beyond that which we can do in our vocation."

On the other hand, the father of recreation, our beloved Joseph Lee, said: "We aim to develop power; we train the muscles and the mind, but we are no longer content unless these serve as avenues to something deeper. The question is not of learning, nor yet of power, but of character. If the lesson has struck home, the result is not merely more knowledge or more intelligence, but more boy or girl, more of a person there for all purpose. If arithmetic has truly reached him, he will play better football; if his football has been a real thing, he will do better arithmetic. That is the test of true educational experience—that it leaves a larger personality behind."

The business of life is the translation of ideas into action—in other words, to find out what you want to do and do it.

In this age of uncertainty and turmoil, when people and nations are testing ideas and wings, our anchor must be *the faith that is within us*. Blessed is he who has a good anchor, and sad is the individual lacking this anchor to leeward.

One of Freud's great theories is that a person becomes what he is by imitation, not only in childhood, but in adulthood. If we have strong and courageous models to imitate, we are indeed blessed. Unfortunately, our models too often are themselves weak and immature vessels and, as our society becomes infiltrated with isms and strange questionable doctrines contrary to democratic ideals, the whole structure weakens.

Whether our environment is the controlling factor or not, our personal responsibility is colored by the fact that each of us has some influence on others, as others have influence on us. The finer

qualities of one's mind and heart are extremely contagious. Some people live as if this influence simply radiated, like light and heat, and they disclaim any responsibility for its effect on others. Life is a thoroughfare upon which we find ourselves travelers, not just blind baggage shipped nowhere in particular, with no purpose or destination in view. Not until we begin to give of ourselves do we come to realize how wonderful it is to have the power of influence. Keep it true to the highest in your nature for it might be truthfully said that the richest portion of our eternal significance is the influence, by example, of our lives upon the men, women and children with whom we are privileged to associate.

I cannot conceive of a just God mocking us with desires and aspirations beyond our capabilities of attaining. What a man can imagine, he can accomplish. When the sparks of inventive genius come, which all alive people experience at times, don't simply pass it off as a pipe dream, but ride the inspiration for all it is worth.

Remember, life owes you nothing. You are indebted to it for the opportunity it has given you. Maybe all you now need is to awaken that slumbering giant within you, turn him loose on some of the dreams you have been afraid of until now.

Let us not lose ourselves in things, but rather in ideas. No one would question the fact that our civilization is predominately one of material progress rather than one of spiritual ideas. Our material progress has not given us more character, more men, more women; it has made life more difficult.

No man or woman comes to the end of the road satisfied with his accomplishments. The great man is marked by his devotion to the unattainable. Satisfaction is an indication of arrested development. Feed your fires of discontent; they are of divine origin; their cultivation comes high.

We must recognize the fact that attainment is never complete. It is a series of continually opening doors. To a degree you can measure your growth by the number of unattainable things in your heart. Gains are made by realizing dreams, but advancement of our civilization comes when hearts are set upon the impossible. Hitching your wagon to a star does not give you the star, but it does carry you a long distance from the earth.

We all want some degree of success. The only difference in us is in the strength of our desires. The failure of any single one of us in whatever measure is a world failure. We may not in our own minds seem that important, but what we do not do may be delayed indefinitely or may be never done at all.

"A Treasury of Living"

THE EDITORIALS and holiday messages of the late Howard Braucher have long been a source of inspiration to all who have read them. At the request of these many friends, a volume of his writings have been published by the National Recreation Association so that they may be preserved for all time. Copies of this limited memorial edition, *A Treasury of Living,* are now available from the association at ten dollars for each volume. Each book will be numbered and inscribed, and all requests will be filled in the order in which they are received.

The cost of this limited edition of one thousand copies has been met by special contributions, and the entire proceeds from the sale will be placed in the Howard Braucher Memorial Fund. This is but one of the projects planned to raise money for an appropriate memorial to the man who gave his life and work to the furtherance of the recreation movement for people everywhere.

In his introduction to *A Treasury of Living,* Raymond B. Fosdick writes: "Howard Braucher preached the gospel of play as an essential part of life. To him, life without recreation was a living death, and the man who lacked the spirit of play was an empty shell. Because so much of what he wrote has lasting value, not only for recreation workers, but for all who are interested in the well-being of mankind, selections from his writings are here presented in a single volume. They tell a story of whole-hearted devotion to an ideal, of faith in mankind and of belief in the better world. They are published in the hope that others, reading his words, may be inspired to carry on Howard Braucher's work of fostering the spirit of joyous and abundant living."

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Christmas Begins in July

Hugh T. Henry

WITH CHRISTMAS as highly commercialized as it now is in most cities and communities throughout the nation, it falls largely to the public recreation departments to plan, promote and conduct non-commercial, non-sectarian civic celebrations of the season. With this in mind, public recreation departments should approach careful planning and directing of their programs.

Actually, even midsummer is none too early to lay the initial plans and make personal contacts with the people of the community who may be called upon later to assist in the various phases of the celebration. True, none of these folks will have "Jingle Bells" or "Old Saint Nick" on his mind at this time of the year; but, during seasons of maximum recreation attendance either on playgrounds or at other recreation centers, it is possible to become acquainted with the community interests of great numbers of citizens and, through these, to note those persons who can and will contribute to the success of such a celebration.

In any event, the planning of publicity, community decoration, ceremonies and presentations should be made far enough in advance to meet the recommendations of the local newspaper and radio-news agencies, and to give ample time for preparation by all participants. Each phase of the preparation for celebration, as well as the celebration itself, should be publicized by newspaper, radio, letter, bulletin and personal announcement to all citizens concerned.

The decoration of the community for the season is a tremendous job, and requires early planning. It need not be an expensive one for the department if:

A move is instigated to interest the citizenry in simple home decorations in the motif of the season. Though it is widely practiced, it is recommended that no prizes be offered for home decoration. It is most effective to base this program on civic pride rather than on the competitive spirit;

Arts and crafts projects for the construction of community Christmas tree decorations, to be hung at ceremonies by members of these groups, are introduced into the schools and into the recreation department's crafts groups;

Arrangements are made for the volunteer assistance of local organizations in the lighting and decorating of parks, parkways, public buildings and recreation areas; and

Arrangement is made for a central community Christmas tree—preferably as a gift to the community from some nearby farmer or landholder who grew the tree or owns the land and gives it in the spirit of the season.

When funds are available, the recreation department may arrange for the lighting and decoration of special locations by professional or qualified tradesmen. Seasonal fireworks displays also make effective, though costly, decorations when and where such may be safely used. These might be contributed by civic organizations or financed through the department budget.

Through the schools and youth organizations, church choirs and local music groups, caroling programs may be arranged for presentation at the community tree, the railroad, bus and airport stations, hospitals (by special arrangement), public buildings, military and naval stations and recreation centers. Also, plans can be made for concerts of Christmas music and leadership of mass caroling throughout the community. The recreation department should act as clearing agent for groups desiring to present musical and other programs at the community tree.

A portable organ or a portable record player with amplifier, located at the community tree, contributes greatly to the occasion. It is most effective to use recorded caroling programs from previous years' local activities for some of the presenta-

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Author pioneered in recreation in Corpus Christi and Texarkana, Texas; later he served as superintendent of recreation in Winchester and Radford, Virginia.

tions. If local organists are used, all musicians should be given an equal opportunity to participate. If recorded music is used, it is wise to select the greatest variety of numbers possible and not to plan more than four one-hour programs per day.

The lighting of the community tree should be a community ceremony with city officials, clergymen, and the children of the community participating. A tree decoration ceremony might precede the lighting ceremony, in which the school, church and recreation crafts groups hang decorations which they have made. It may be necessary to limit the number of decorations to be hung by each group, and it is effective to have members of the groups do the actual hanging under the direction of a general supervisor. These programs should not take place earlier than two weeks before Christmas Day.

Pageants, plays and Christmas readings by church and dramatic groups may be arranged for presentation at the community tree and in public buildings. A schedule should be made for the arrival of the various Santas in public places to avoid conflict of organization programs.

One of the highlights of the community Christmas celebration should be a mass caroling program late on Christmas Eve at the community tree—particularly to bring together the young people of the community after their neighborhood caroling, and prior to the midnight religious services which are held in a number of churches. A Christmas Day parade or promenade of youngsters (ages three to eight), with their favorite Christmas gifts, can end with a caroling program at the community tree to delight parents as well as the children.

When and where possible, some of the music and dramatic programs may be recorded for broadcasting or broadcast direct as public service features by the local radio stations in cooperation with the department. Seasonal decorations should be changed and improved from year to year. Landscape artists' sketches and photographs of decorations are helpful in this planning. Definite planning for the removal of the decorations and the dismantling and disposal of the community tree should be made well in advance and carried out not later than the morning of January second. (Some communities conduct a tree-burning ceremony.—Ed.)

A properly handled community Christmas program on a non-commercial basis is one of the strongest public relations programs a department can achieve.

Thrilling Developments in State Hospitals

RECOGNITION OF RECREATION as a vital part of patients' days in the state hospitals is a new phase of Governor Youngdahl's expanded mental health program in Minnesota.

There are now some sixty leaders employed to plan and execute recreation activities for 14,550 patients in the nine state hospitals; and new ones are being taken on weekly. With this influx of specialized leadership, proposals are being made for professionalized training and higher standards.

Many of these leaders have had hospital experience in addition to specialized recreation training. Recreation students at the University of Minnesota have participated in special internships at some of the state hospitals, with particular emphasis on recreation techniques with mental patients.

The new commissioner of mental health, Dr. Ralph N. Rossen, has viewed guided recreation activities as a means of activation for the mentally ill patient. Through patience and friendliness, the recreation leader can entice a catatonic patient to catch a ball. Through repeated efforts and time, this patient may become more responsive to other forms of treatment.

Through activities of the day, the patient is provided with an outlet for his hostilities. He can find expression in art, music or drama. Channeling energies into these constructive areas is of real value in this eventual rehabilitation of the man or woman who is mentally ill.

Minnesota's emphasis on recreation is in character with other phases of its program. Some time ago, hospitals in the state eliminated all strait jackets, shackles, and other forms of mechanical restraint. In discarding the use and symbolization of restraints and their restrictions, Minnesota leaders have chosen recreation as a symbolization and method of emotional release and eventual freedom for mental patients. Through the outlets which recreation provides—activity on a newspaper staff or in square dancing, on the patients' council or in a game of medicine ball—the patient assumes the dignity and respect which should be his under a civilized society.

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A TOWN OF *Good Skates*

Jeannette Owens Fogarty

Roller skates appeal to youngsters in Oregon, too!

FREE ROLLER SKATING for the children of Plymouth, Massachusetts, now in its third year, had a very modest beginning during the Christmas vacation of 1947. It started when a high school student expressed a desire to be able to roller skate without having to drive fifteen miles from home to do so. The Youth Cooperation Committee of the Plymouth Woman's Club needed a project at this time, and roller skating was the answer.

Of course, everyone said that it couldn't be done. To begin with, no one expected the Selectmen to let us use the Memorial Building—but they did. We were fortunate in having such a large one available, with a floor space of fifty by eighty feet, surrounded by a balcony seating 800 people. Under the balcony are two dressing rooms with toilets and washbasins.

Our next problem was that of providing skates for participants. The Woman's Club had no money to buy them, so it was decided that each child should obtain his own. Skates are expensive, but it is amazing how many youngsters now own a pair. Even shoe skates are in evidence. The prophets of gloom also expected that there would be innumerable accidents, but, so far, floor burns and minor bruises have been the worst casualties.

Luck seemed to be with us most of the way, even in the question of how to provide music, so necessary for successful skating. The reporter for our local weekly had a public address system and record player at the Memorial Building, and he let us use them free of charge. At first, records were loaned to us by the children, but as the roller skating program expanded, we were able to buy them. A high school senior, interested in electronics, has kept the player in good running order.

Enthusiasm for the skating program has grown steadily since the beginning, when we started with eight boys and girls. From the first, each youngster was asked to bring a written permit from his parents saying that he had their permission to skate at the Memorial Building. Some of the young people felt that this was very childish, but when we insisted, they reluctantly complied. When a child presented his permit to skate, we gave him a ticket, at no charge, which was good for the season. At first, the tickets were just for prestige, but as the number of skaters grew, they became really necessary. By the end of March, 1948, there were 120 children with skating permits. In the meantime, the Kiwanis Club, at our suggestion, had started evening skating for older young people.

The following fall, the Woman's Club and the Kiwanis Club opened the second season on the first of November, the Woman's Club again offering

Mrs. T. Fogarty is chairman, Youth Cooperation Committee, Plymouth Woman's Club, Massachusetts.

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free skating to any child with the proper skates and a permit. The number of children steadily increased until 230 held tickets for afternoon skating. The Kiwanis organized a skating club with dues of a dollar per season. They had 175 in their group, mostly junior high and high school students, and a few graduates.

During the Christmas vacation of 1948 we were accommodating 110 children in one afternoon. This was too many for the floor, which accommodates seventy or eighty skaters very nicely, so we decided to divide our sessions according to school grades. The high school and junior high students —who take their skates to school—continued as before, since they are out of school and skating by one-thirty in the afternoon. Since the grade children are not dismissed until three-fifteen, and those of us supervising skating are ready to quit by four-thirty at the latest, we asked the Grange to hold an afternoon session for the grade school pupils. They agreed, and the number of grade school children enrolled jumped from thirty to seventy almost immediately.

Last year, all children skating belonged to the Junior Recreation League. For fifty cents and a parental permit, a child became a league member with permission to skate once a week during the five-month season. Before Thanksgiving, 550 youngsters had joined.

The three sponsoring clubs conducted one session each last season—the Woman's Club holding afternoon roller skating for the junior high youngsters, the Grange for the grade school children, as before, and the Kiwanis still supervising the high school group in the evening. It was felt that the young adults of Plymouth also needed some form of healthful recreation, so the Business and Professional Women's Club planned an evening of skating for this group.

Our rules for skaters are very simple. Each child must have his own skates with fiber or wooden rollers, and the permit from his parents. Skaters enter by way of the back door of the Memorial Building near the dressing rooms, where skates are put on. There are separate dressing rooms for the boys and girls, and once skates are on, no child may leave the floor, except to go to the dressing room. No games of tag or crack-the-whip are allowed and no fast skating or cutting in and out. The children appreciate the skating and know that any disorder will mean the loss of their ticket, so our disciplinary problems are practically nil.

We have presented three special shows to date. The first, after three months of skating, was a very simple affair given for the mothers of the children who attended regularly. Again we were fortunate in that we have a young woman who has participated in several skating shows. She was very glad to help the youngsters, showing them how to jump and twirl. The fancy skating helped all of the children, and made the entire program more enjoyable.

The second show was given for the Plymouth Woman's Club in February—at a regular meeting of the club, with parents and friends of the skaters also invited. About 650 spectators attended, with about ninety skaters of all ages participating. The one-hour program consisted of one solo, several duets and quartettes, but mostly of skating in large groups for such features as the grand march and the Paul Jones.

We ended the 1949 season, in April, with our most ambitious production. Thirty-five costumed grade school children skated during the first half of the performance and, later, junior and senior high school boys and girls had their opportunity. We had no costumes for this second half since there were about eighty members in the group, but the girls wore their own colorful skating skirts and blouses and the boys were dressed in white. We practically duplicated the program of our previous show, using a few more people, putting on several more specialties, adding spread eagles and backward skating for variety. After it was over, the youngsters skated, just for the fun of it, until ten o'clock. It was all very amateurish, but the parents loved it. Our expenses were small and we made a profit of $250, which will be used for other recreation projects.

The effects of the roller skating sessions have been most gratifying. A teacher told us that one boy who was definitely anti-social has become quite normally gregarious since he has been skating. Parents also have found the activity to be helpful for disciplinary purposes. One boy was not allowed to go skating until his mark in deportment improved; several youngsters learned how to earn and save money because they wanted to buy shoe skates. Boys of fifteen and sixteen are gaining experience in child supervision as they help with the little boys and girls.

In addition, we feel that this successful roller skating project has convinced the adult population of Plymouth of the real need for more and better recreation facilities. Since the Plymouth Woman's Club, the Kiwanis Club and the Grange have worked together so well on the skating program, we have been organized into a recreation council. We hope that this is only the beginning of a comprehensive recreation program for our town.

Party and Dance Themes

The following ideas, reprinted by special permission from the *Program Bulletin* of the Eighth Army Special Services in Japan, are used in parties for young servicemen and are *adaptable for groups of teen-agers anywhere.* Decorations can be made at pre-party gatherings or by committees or arts and crafts groups.

Hard Times Dance

Decorations and costumes carry out the theme with old, worn-out clothes, depicting the ragman or Raggedy Ann; also, brown wrapping paper and paper bags can be fashioned into convincing hard times costumes.

Overturned wood boxes may be used for chairs; clotheslines may be strung across the room, with old rags hanging from them; and refreshments (handouts) may be served from cardboard boxes.

Candlelight Dance

Construct a huge candle for the stage backdrop —place music stands with cut-outs of candles on front of the stage. Have lighted candles on each table. Candleholders may be made of wood blocks (cut star shape and painted), with a nail driven up through the center to hold the candle secure.

Candle relay and candle tag are novel ways of carrying out the theme.

Top Hat

This familiar night club theme is a natural for decorating. Miniature top hats for the men can be made of black construction paper; twine can be attached to each side and tied under the wearer's chin. Orchestra members may also wear them. Walls may be decorated with huge cut-outs of black top hats.

Use the cane tag (only men carrying a cane may cut in) several times during the evening.

Arabian Nights

Decorate walls and stage curtains with life-size cut-outs of Ali Baba and the Forty Thieves, Aladdin and his lamp, and large vases in bright colors. Japanese lanterns also add atmosphere. Turbans may be fashioned with crepe paper and given to the guests as they enter the hall.

Some Arabic costumes are nothing more than plain white sheets thrown around the body, with one corner over the head and only a small slit for the eyes. A more elaborate costume may be provided for the crystal-gazer.

Snow Carnival

Simple, but effective, decorations can create a snow theme by cutting out fancy snow crystals of white paper and pinning them on walls or stage curtains. They may also be pasted on windows.

Another idea is to pour Lux flakes into hot water, beat to a stiff foam, dab on windows in small amounts to appear as snowflakes and then dash on Epsom Salts before the suds dry. These may also be used around the centerpiece on refreshment table.

Zebra Dance

Stripes—black and white—galore and cut-outs of life-size zebras on the walls, miniature cut-outs for dance programs, favors and invitations are wanted here. Use zebra heads, made by painting head sides on wrapping paper and stapling together, for masks. Slip these over the men's heads, letting the edges rest on the shoulders. Use several of these for tag dances.

Rag Doll Reel

Just another take-off on the old square dance, or it may be planned as a mixed affair—ballroom and square. Make ribbons for the girls and rag dolls for the men to use when they wish to cut in on dancers. For some real fun, give a signal at which time the men who are caught with rag dolls will be required to go out onto the floor and dance with them. A paper doll theme may be used, featuring the popular song.

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Artists' Ball

Create an "arty" atmosphere with a skyline scene, as would appear from a studio window, for the stage backdrop. Cut-outs of palettes and paint brushes may be placed on the walls. Make various colored French berets and bow ties and give one set to each man as he enters the hall.

Other Suggestions

Pirates' Shindig
Saints and Sinners Ball
Nautical Tea Dance
Circus Dance
Jailbird Dance
Firemen's Frolic
Gay Nineties Ball
Icicle Dance
Jack Frost Dance
King Neptune Reign
Whirl 'n Swirl
Blue Jay Hop
Patch Party
Roman Carnival
Neapolitan Nights
Bartender's Ball
June in January
Jitterbug Marathon
Corner Drugstore
Jiving with a Jukebox
Kiddie Costume Dance
Hobo Holiday
Pink Elephant Dance
Sports Dance
Backward Ball
Bohemian Ball
Pan-American Ball
Comic Strip Dance
South of the Border
Snow Ball
Fan Dance
God and Goddess Ball
Bean Dance
Cotton Ball
Coronation Ball
Western Dance
Cuban Cruise
Florida Fling
Gypsy Caravan
Home on the Range
Indian Pow Wow
Land of Make-Believe
Duffy's Tavern
All-States Dance
Star Dust Dance
Night in Vienna
Blue Danube Ball
Ground Hog's Debut
Trappers' Ball
Winter Wonderland
Scarecrow's Frolic

Boys and girls, Jaycee monitors, townspeople line banks in Dayton, at 1949 National Fishing Rodeo.

Better Fishing

A NON-PROFIT organization of sportsmen—Better Fishing, Incorporated, at 509 S. Wabash Avenue, Chicago 5—has, as its purpose, the promotion of fishing among boys and girls of the nation as an aid in character building and in the teaching of conservation of natural resources. The organization cooperates with communities throughout the country in the initiation of better fishing programs. All boys and girls under fishing license age are eligible to compete in the Annual National Fishing Rodeo on the fourth Saturday in August. Why not get in touch with the organization when planning your next year's program?

Any municipality having a body of water—lake, pond, stream, lagoon or even a swimming pool—where legal-sized fish can be stocked and caught, can join the fun. Better Fishing, Incorporated, reports that adults have reacted as enthusiastically as have the children and, interestingly enough, that girls and women are outstandingly ardent followers. This year, the program started with a ten-week "Adventures in Fishing," launched in June. During this period, civic groups arranged outings under the guidance of experienced anglers.

To date, many community recreation departments have taken advantage of the help which this organization stands ready to give, free of charge. Typical of the letters received from them is one from Charles K. Billings, the recreation director in Thomasville, Georgia, in which he says: "Every citizen within, and neighboring, our community will be looking forward to another annual event next year. Through your efforts we have prospered much in outdoor principles, conservation and true sportsmanship. A 'Youth Fishing Club' was organized from the rodeo; civic clubs have taken an interest and are laying out plans for the future, for municipal lakes, for restocking all streams and for launching a general clean-up of all fishing sites."

While John J. Murphy, Board of Park Commissioners in Boston, writes: "The competition was keen, the fishermen and those of us operating the contest all had a good time. . . . It should do much to teach children good sportsmanship, an appreciation of the interest taken in their happiness and welfare all over the country, and should be a valuable lesson in good citizenship."

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With the exception of aluminum tubing, all of the parts, including the lenses, come from scrap, salvage or war surplus materials.

Members of beginner's group in Cleveland's Junior Astronomy Club test their 'scopes.

Telescopes for Juniors

Frank A. Myers

★ Lots of teen-age boys and girls would like to make a telescope. Most of them don't make them because they don't know how, and the cost is too high. Some Cleveland folks thought that something ought to be done about this. The result was the formation of our Junior Astronomy Club. (See May, 1949, *Sky and Telescope.*) Interest in telescope-making has so far exceeded our expectations that we believe that other communities may be interested in what we have done.

The Cleveland Museum of Natural History felt that astronomy could be made a museum activity for schoolboys and girls. Harold T. Clark, president of the museum, discussed the subject with Dr. J. J. Nassau, president of the Cleveland Astronomical Society. Together, they talked with heads of school science departments. The museum was willing to furnish a clubroom and to equip a workshop with tools for telescope-making. Members of the society who had made their own telescopes would act as instructors. The schools felt that homemade telescopes would make splendid science projects for pupils.

Sponsors' meetings were held in January, 1949. All persons were so enthusiastic that, in February, the Junior Astronomy Club was launched, and over 200 schoolboys and girls attended the organization meeting. Nearly ninety per cent of them wanted to make telescopes; without question there was a widespread desire on the part of each teenager to have his own instrument. But differences in age and skill indicated the need for three different groups of telescope-makers in the Junior Astronomy Club program.

The grinding and polishing of a mirror for a reflecting telescope had great appeal for juniors fourteen years of age and up. Many adults also wanted to make mirrors. This group standardized on producing six-inch mirrors with simple wood and pipe fitting mountings, under the leadership of James L. Russell, who is an amateur astronomer and telescope-maker of long standing.

A second group were specialists, composed mostly of high school and college students and older persons. Some wanted to assemble binoculars from war-surplus kits; others wanted to use war-surplus lenses to make a high-powered terrestrial or astronomical refractor. Some had ground six-inch mirrors and wanted to make larger ones. Others wanted help in the design of telescope mountings.

Richard P. Tappenden and I have had experience in Boy Scout and school handcraft work. We

Reprinted from *Sky and Telescope*, Cambridge, Massachusetts.

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knew that many boys and girls under fourteen years of age wanted to make telescopes, but that these youngsters do not usually have the manual skill or the perseverance to spend fifty hours grinding and polishing a mirror. At these ages they assemble model airplanes and model trains. Therefore, for our beginner's telescope, we set up the following goals:

1. The *design* must be simple, and require mostly assembly operations.

2. The *time* required for completion should not be over three or four afternoons. We wanted completed telescopes before the youngsters became discouraged or lost interest.

3. The *manual skill* required should be of the junior high school age level. Tools must be simple, and as much fabrication as possible done by the beginner.

4. *Instructions* must be simple enough to enable easy training of instructors to carry on the program as a school activity.

5. The *cost* of lenses and parts must be under two dollars.

The museum purchased all of the tools for the club. Hand tools, costing about seventy-five dollars, have accommodated a group of thirty telescope-makers at one time. However, these do not include the drill press, band saw, and a filing and polishing unit used by both the beginner's and mirror-grinding groups. If you can afford enough tools, you can have everyone do the same operation at the same time. But, with thirty to thirty-five persons in our groups, we did not buy more than twelve each of even the simple tools because of the cost. The result was a six-ring circus—a number of small groups each doing a simple operation at the same time.

For the first one hundred telescopes, I used my own metal-cutting band saw at home to cut the tubing to size for rings and spacers. When the activity started to spread throughout the Cleveland schools, the museum purchased a metal-cutting band saw for the club workshop. Three of our instructors have woodworking tools at home. Two have lathes and metal-cutting equipment. We had a lot of fun designing and making various jigs, fixtures, and "Rube Goldberg" contraptions for making the telescope parts. These jigs enable the drill press to perform many operations which would normally have to be done on a lathe, which we do not possess.

Two groups at a time make beginner's telescopes in the club. One class meets Saturday afternoons; the other, Sunday afternoons. Each group meets every two weeks, for three meetings.

Each meeting starts with about twenty minutes of movies or a demonstration of optics in the museum auditorium. We use the Erpi films: "The Solar System," "The Earth in Motion," "The Moon," and the Harvard film, "Explosions on the Sun." The last fits in with a talk on atomic energy. Each member is given a copy of the *Graphic Time Table of the Heavens,* which we secure gratis from the Maryland Academy of Sciences.

Following the movies, we have about two hours of telescope-making in the club workroom. The group from ten to sixteen years of age all finished their telescopes in three meetings. Boys and girls as young as eight and nine, and adults up to sixty-five, made telescopes in our first four groups.

Seven visual-aid charts are used. Before making each part, we explain the step-by-step operations, and the charts save answering a lot of questions later. We say, "Ask the chart first—if your question is not answered, then ask me."

The charts make instructing easier for a science teacher who may not be a good mechanic, and they are the key to moving the beginner's telescope from our club workshop to the schoolroom. Members of school telescope clubs join our club and meet at the museum for general lectures on astronomy; but they make their telescopes in school. The museum buys the various raw materials. The schools send picked students who have had machine-shop training to the club workshop, where they saw the required number of rings and spacers on the club band saw. They can see how our jigs and fixtures are made so as to make duplicates (or improved models) for their school telescope groups.

With the idea of helping other cities to make up their own kit of parts, and of promoting interest in astronomy at teen-age level, the following literature concerning the beginner's telescope has been published by the Cleveland Museum of Natural History: reprint of "Telescopes for Juniors" article in September 1949 issue of *Sky and Telescope;* eight charts, showing step-by-step how to make each part of our telescope kit; hand tool instructor's manual for making the beginner's telescope; machine tool instructor's manual for making the beginner's telescope; packing list, showing the parts in our kit.

"If you hear about a thing
You forget it;
If you see it done
You remember half of it;
If you do it yourself
You remember all of it."
—*Memphis Park Commission Bulletin.*

PEOPLE IN RECREATION . . .

Florida Dwight

Tom King

FLORIDA DWIGHT, pioneer recreation worker, completed thirty-two years of service with the Jacksonville Recreation Department when the nation celebrated its 174th year of independence on the Fourth of July. In recognition of her faithful and outstanding service, the Jacksonville Recreation Board presented her with a bronze plaque of appreciation.

It was in July, 1918, that she became director of Oakland Playground, when the first play area for Negroes opened in Jacksonville. At present, director of all Negro activities for the department, her energy and interest are the same and have never waned over the span of thirty-two years. One of her former playground boys, now a school principal, has said that her good deeds and charitable acts have been limited solely by time.

Mrs. Dwight has been eligible to retire for twelve years, but retiring such a magnetic personality is as impossible as drawing a shade over the sun. She is one of those rare persons who is completely self-sacrificing, constantly doing big and little things for others.

An article by C. Parham Johnson of Jacksonville, which appeared recently in two Jacksonville daily papers, had this to say about her work with youth: "With honor, loyalty and respect, we rise at this time to pay tribute to a noble woman who has dedicated her life to being a mother, a wise counselor and companion to the youth. She has consecrated her life unselfishly to moulding character and shaping lives for future service, knowing how sweet it is to live and serve; how enjoyable it is to bring out of other lives those hidden qualities that many have said do not exist! Mrs. Dwight, those of us who love youth can really appreciate the fact that all hope is not dead when one like you is in charge."

Mrs. Dwight has had many honors bestowed upon her, but the one she seems to appreciate most deeply came to her in 1936 when she was chosen as one of the ten outstanding Negro leaders in Jacksonville and Duval County. Since then, she has been listed in "Who's Who for Negro Leaders of America." In 1938, she was awarded a certificate by a Jacksonville daily newspaper for "helpful community service," and just this past year received an "L" certificate from A. L. Lewis Junior High School, Jacksonville, Florida, for her work in the field of community relations.

She recalls with pleasure receiving the twenty-year service medal, awarded her by the National Recreation Association at the twenty-third annual National Recreation Congress in 1939. Five years later she received her twenty-five-year service bar from the association.

Throughout the years, she has been instrumental in raising funds and securing scholarships that young men and women of her race might attend institutions of higher learning. She, herself, studied at Atlanta University, Atlanta, Georgia, and Edward Waters College in Jacksonville.

When, and if, Mrs. Dwight retires, the Jacksonville Recreation Department may "fill her shoes," but no one will ever fill the void created in the hearts of her fellow workers.

World at Play

California Gold Rush!—Neither Mom nor Pop, Junior nor Sis could complain that their summer lacked exciting plans for them. The San Leandro Recreation Department of California celebrated its centennial summer with activities for all the family. Its motto was "There's Gold in Them Thar Playgrounds" and the gold rush began on June nineteenth with their opening. Included among the treasures were baseball, basketball, folk and square dancing, hiking, music, softball, social events, table tennis, tennis, volleyball, badminton, model airplane building and special festivals, tournaments, days and shows.

A Dream Becomes Real—They're discovering in Detroit, Michigan, that dreams do come true. A half-century vision of a riverfront civic center will soon be an actuality. Officials signed a $600,000 contract with an architectural firm to draw plans for a new $15,000,000 city-county building, with construction scheduled to get under way at the end of the summer. At about the same time, it was expected that work would start on the new civic auditorium made possible through a $2,500,000 gift to the city from the Ford Motor Company and its dealers. The third of the buildings which will make up the major part of the riverfront project is the eight-story $5,700,000 Veterans' Memorial Building to be put into operation in the next few months. The planners also envision new state and federal office buildings in the center, but these and other ideas are for the more distant future.

Meanwhile, Detroiters are rejoicing that after many false starts—civic center proponents were once called "dreamers of the impossible"—the completed "living center" will mean the realization of one of the most ambitious civic improvements in the city's history.

Magic World of Puppetry—The Marionette Theatre of the New York Department of Parks again proved to be one of the most popular attractions of its recreation program this year. Children in every section of the five boroughs were given the opportunity of watching "The Shoemaker and the Elves" come alive.

The show was transported for 112 performances, throughout the summer, in a specially-constructed motor truck housing the stage, sound and lighting equipment. It was just a decade ago that the Department of Parks had formed a marionette troupe to tour its parks and playgrounds, enchanting the youngsters of all ages.

Ports of Recreation—Merchant seamen will now have more recreation ports of their own to sail to in leisure hours. Just recently, a ceremony was held in Brooklyn, New York, to dedicate the new International Seamen's Recreation Field, set aside by city officials for the exclusive use of merchant seamen of all nations. In June, the United Seamen's Service reported its plans for a service center for American seamen in Naples, Italy, adding it to the list of Pacific, South American and European ports where the seamen can find recreation, refreshments, lodgings and personal services. Later on, if a suitable site can be determined, a center will also be available on the island of Okinawa.

Bing Visits; Recreation Benefits—Front Royal, Virginia, will probably be talking about Bing Crosby Day of 1950 for many a year to come. Not only was it a great day because of the sixty-seven-unit parade, twelve spirited bands and delightful floats which decorated the main street, but on hand for the affair was Bing Crosby himself. The crooner was present to attend the world premiere of his latest motion picture, seats for which were sold at auction at a minimum bid of five dollars each. Proceeds went to the town's recreation association, along with the sum of money raised from the community square dance staged by the T.W.U.A. Local 371. At the end of the day, the recreation association was richer by $15,000, of which Bing had contributed $3,595.

Bing Crosby's interest in Front Royal and its recreation program began about two years ago when he came to the town to visit an old friend. Within an hour, the news had spread that he would address a recreation association rally. The affair was a huge success. The association, which had been struggling for over a year to establish recreation facilities for the community, was a going organization from that night on. In-between the Crosby visits, the association obtained a large park area, laid out a diamond and gridiron, installed lights, arranged for the high school football team to stage its first night games, promoted a baseball team, sponsored community-wide softball leagues, carried through with its playground schedule and engaged a director of recreation!

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Recreation in LABOR UNIONS

C. E. Brewer

• Recreation for members of labor unions is not new, but very interesting changes in union recreation trends are occurring on both national and local levels. For some years, the American Federation of Labor and other national labor affiliates, and in later years, the newer Congress for Industrial Organization national labor affiliates, have maintained certain policies relating to recreation.

The methods of promoting and organizing a recreation program vary slightly among the different national unions, but, in general, they follow much the same pattern. The International Ladies Garment Workers Union (AFL), the Amalgamated Garment Workers Union (CIO), and the United Textile Workers (CIO), for instance, conduct recreation activities as a part of their education program. Each local union is assisted and encouraged to organize its own recreation committee and conduct its own program, calling upon the education director of the national organization for advice and assistance.

The International UAW-CIO has a similar policy, except that a full-time recreation director not only gives assistance in the conducting of local recreation activities, but also organizes, promotes and conducts national or regional inter-local union tournaments and contests. This director, Miss Olga Madar, maintains an office in the International UAW-CIO Recreation Department, Detroit, Michigan. Training institutes are held during the summer at the UAW camp on the shores of Lake Huron, and two annual recreation conferences for union recreation leaders and committee men and women have been conducted during the winter season. A monthly bulletin, "The Recreation Round-up," containing news of activities in local unions, suggestions for activities and other material, is published. Some of the reasons given for the organization of the International UAW-CIO Recreation Department are:[1]

"1. To provide recreation for all UAW members and their families.

2. To unite the union through the common understanding inherent in leisure-time activities.

3. To provide leadership training opportunities to union rank and file members through recreational organization.

4. To link the union to the community through the use of community facilities, and through cooperation with community recreation leaders.

5. To provide each member and his family with the benefits of recreational leadership for a minimum cost to the worker.

6. *To work toward eventual labor-management recreation programs* for all workers in every industry." (See article on page 195.—Ed.)

[1] "Recreation in a Labor Setting," by Ruth March, published by UAW-CIO Recreation Department.

"The present mechanized age and its increased leisure time demand comprehensive planning for recreation. . . . Recreation facilities, public and private, should be planned and distributed on neighborhood, district, regional, state and nationwide basis to provide maximum recreational opportunities for all age groups without discrimination. . . . Adequate staffs of qualified personnel should be employed by each agency organization or group responsible for recreation services so as to get maximum use of existing facilities. . . ." *Quoted from resolution unanimously adopted at AFL Convention, St. Paul, October* 1949.

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The Wisconsin State AFL Council employs a worker who spends most of his time in promoting and helping the AFL local unions in Wisconsin to organize their recreation activities. Some—such as UAW Local #600 (Detroit) and UAW Local #12 (Toledo)—employ full-time recreation directors to direct these activities.

Plan of Administration in Local Unions—The plan of administration is very simple. A local recreation committee chairman is appointed by the president of the local union or is elected by the membership. He, in turn, appoints the members of his committee, who receive no compensation for this work. If the union membership is composed of more than one shop or factory in the district, a member is appointed from each. Another method is to appoint committees for various activities, with the chairman of each serving on the local's recreation committee. A combination of the two methods is generally the most successful as it serves to unify the recreation program.

Few local unions have recreation buildings or facilities; and local recreation committees are urged to work with private and public recreation agencies in the community, and to use community recreation facilities available to the public. However, in isolated instances, local unions have purchased camps, buildings and recreation areas. The National CIO owns some recreation facilities which may be used by its affiliated unions. Local union halls occasionally provide space for certain activities.

Program of Activities—Activities are determined by the quality of available leadership, the type and size of facility used, budget limitations, and the number of people who must be served over a wide area. The variety is the same as that included in any program of public recreation, including games, sports, arts, crafts, activities of educational and cultural nature, hobbies and others. In a recent survey,[2] analyzing the programs of fifteen local unions in a midwestern city, the smallest number of activities recorded was one (baseball) while, at the other extreme, thirty-four different activities in one union were reported. On a national level, the same survey states: "The recreation department works closely with the education department of the UAW-CIO. Sometimes, joint activities are sponsored, such as sewing classes, and . . . dramatic classes. . . . The UAW Health Institute cooperates in health and charm classes and in medical examinations for athletes."

[2] "Recreation—A Summary of Recreation Program of the UAW-CIO," published by UAW-CIO Recreation Department.

Financing—One of the handicaps to a local union recreation program is the limited budget made available to the recreation committee. According to the summary of the recreation program of the UAW-CIO,[2] "The Constitution provides that one-half cent" (of the dues of a union member) "shall go to finance the International Recreation Department which, in turn, allots one-half cent of the revenue of the seventeen UAW regions, under stipulations made by the executive board. One-half cent of the dues goes to the treasury of the local union recreation committee into which the dues are paid. The one-half cent is the minimum amount for recreation. Locals enjoy complete autonomy in setting the maximum for the appropriation." This is usually put into practice by a per capita assessment at dances, parties, games and other events for which admission is charged. However, many unions have extreme difficulty in securing funds to conduct an adequate recreation program for members.

A very unusual and unique example of cooperation between AFL and CIO Labor Councils is the plan in Muskegon, Michigan, whereby the members of both annually unite to raise approximately $10,000 needed to finance a day camp. The Labor Council cooperates with the local recreation department which conducts the day camp. This is open to any child in Muskegon, with the entire expense borne by the Joint Labor Councils.

A lack of rapid growth in the number of local union recreation programs may be accounted for by the handicaps confronting the local's recreation committee. Among these are: inadequate budget; lack of trained and experienced leaders; lack of recreation areas and facilities; lack of interpretation to members of the purpose of recreation; the fact that, in some cases, the members served are so scattered that the program would be required to include several different shops not having a common interest. Some of these handicaps apply also to company employee recreation programs. In spite of them, however, some local unions have developed a good range of recreation activities.

The International UAW-CIO Recreation Department is conducting summer institutes. The International Recreation Director spends a great deal of her time at workshops and conferences. Experienced persons are secured to give talks on recreation, and experts are used to lead groups in specific skills. Summer institutes have been held for union leadership regularly in Canada, California, Missouri, Wisconsin, Michigan, Ohio, North Carolina and in two eastern states. Specific training

in recreation leadership has been arranged at most of the institutes for at least one week of a session.

Area UAW-CIO Recreation Councils are being organized in some sections of the country. These are composed of a representative from each local union, and one from each activity as selected by the council. Only the local union representative may vote. The purpose of the Detroit Area UAW-CIO Council is outlined in its bylaws: "To plan and establish a recreation program, according to the UAW-CIO policy; to promote greater recreation participation by the local unions; to plan diversified programs for everyone; to bring about coordination between the local recreation program and the total union program; and to establish and conduct recreation training institutes."[1]

The Detroit Area Council meets once a month with the UAW-CIO Recreation Director. It organizes and assists in the conduct of all area-wide classes, events, leagues, tournaments, competition events in baseball, softball, basketball, bowling and of an annual ice skating meet. Activities recently coordinated are archery, golf, horseshoe pitching, rifle and other shooting meets, and table tennis.

Miss March's study[1] made recommendations for the improvement of local union recreation programs. Some of these would apply equally well to company recreation activities for employees. Several may be summarized as follows:

Better records and statistics on recreation programs should be kept. Statistics can be used by the recreation director to justify his own job, and to present graphically the need for adequate budget to finance the program. Record-keeping takes time; but time spent in keeping essential records is worthwhile.

The purpose of the recreation program is not properly interpreted to the members. The lack of proper interpretation results in lack of participation, and sometimes creates the impression that there is no interest in the program offered. It may raise the question, by appropriating authorities, of why money should be granted for the recreation program.

The recreation leader often fails to cooperate with and secure public and private agency support in obtaining permission to use available community facilities. Many public and private agency boards or directors will gladly grant permission to use their facilities during times consistent with the agency's own program.

(See "Recreation in the Industrial Plant," on page 195.)

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Costume Loan Service

Florence Birkhead

OUT CALIFORNIA WAY, a city recreation department is successfully providing a loan costume service, not only for its own dramatic programs, but also for public and private agencies sponsoring non-profit entertainment. In Oakland, the playgrounds, community centers, the "Y's," little theater groups, Scouts, churches, schools and civic organizations are benefiting from this service. Having the use of authentic costumes is indeed a helpful project, sometimes making possible the presentation of programs which otherwise would be out of the question. Of the 10,000 costumes of the recreation department, more than 7,000 go out on loan during each year.

This service is approximately twenty-five years old—almost as old as the department itself. It dates back to the civic Christmas pageants of the '20's, when crepe paper was used to outfit the children participating. As crepe paper costumes are impractical for re-use, the next material tried was paper cambric. A few years later sateen was put into use—but soon gave way to colorfast cottons.

When word first got around that the Oakland Recreation Department had thousands of costumes which could be rented (the small rental fee barely covers the laundry cost), inquiries came from all directions. At present, the call for peasant dresses is high because of the popularity of folk dancing. Robin Hood's, biblical dress, knight's armor, flower dresses, choral robes, period clothes, are but a few of those in the repeat bracket. May festivals require the loan of a few thousand costumes complete with matching streamers and poles. During the last holiday season, the department had twenty-five Santa's in stock and, during the rush weeks, each was used as often as three to four times a day!

In addition to the costumes on loan, more than 1,600 special garments are held in the cases for one use only—for the annual Christmas pageant "Light of the World," sponsored by the recreation department. This features 1,600 children from the city schools in a two-hour festival. Snowmen, evergreens, ballet numbers, toys from Santa's wonderful pack, skaters, pierrots and pierrettes, elves, reindeer, 400 fairies all under six years of age, provide a few of the scenes which have drawn national attention to this event.

A year ago, the costume section was moved from its home in the old Moss residence to spacious quarters in the North Oakland Recreation Department. Here, a thirty-by-fifty-foot room houses row upon row of shoulder high costume bins which are on wheels with curtained fronts. These replace the varied-size boxes and shelves used in years past. The especially-designed wooden wardrobes can be readily wheeled upon a truck bed and trans-

Florence Birkhead acts as publicity representative of the Oakland Recreation Department in California.

ported to locations throughout the city for the department's activities. This permits the freshly laundered and pressed garments to be taken off their hangers unwrinkled.

A huge floor-to-ceiling gold-framed mirror, from the Moss home, is placed in the lounge and is a source of delight to the designer and staff fitters.

Adjoining the costume room is the laundry, equipped with an automatic washer and ironer, and the sewing room, containing three electric sewing machines. A lounge and reception room and the director's office complete the physical layout of the costume department.

Delivery service, of course, is not feasible, and groups requesting costumes must call for and return garments within a three-day period.

The genius behind this admirable enterprise is Mrs. Hettie Woollen—head costumer—who, at a moment's notice, can put her hands on just the costumes requested. Sizes are not marked on the bins or garments, but "knowing every stitch and seam in every garment," she can readily tell its size by looking at it or by feeling its weight. Each garment that has been used is laundered and pressed upon its return, put upon a hanger and placed in its regular stall.

During her eight years with the department, Mrs. Woollen has designed, dyed, sewed, cleaned, renovated and catalogued just about every costume. Within a few minutes after verifying the source of a request for—say a dozen national dresses—they are on the packing table! Serving with Mrs. Woollen are Mrs. Beatrice Druce, a worker in the department for the past two decades who is the costumer for the Christmas pageant, Miss Claire Howard and Mrs. Catherine Jones.

The four staff members are zealous workers, ever on the look-out for garments needing repair or a dye dip. They can quickly renovate faded skirts into drum corps capes or add a tarlatan overskirt and ruffle to make last year's ballet skirt look like new. Working as a team, they look to Mrs. Thelma Buchanan, supervisor, and to Robert W. Crawford, superintendent of recreation, for suggestions and direction.

The multitude of thank you notes from organizations availing themselves of this splendid service attests to its merits and worthwhileness.

"As a leisure-time educational program, drama necessitates the cooperative effort of many different craftsmen. Perhaps in no other group activity is it more essential that such a large number of individual skills be blended into one harmonious whole . . ."—*W. F. Christopher.*

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Recreation Suggestion Box

Home Recreation via Television

The Cleveland Recreation Department is promoting home recreation in arts and crafts by conducting two television programs per week. At each broadcast, a crafts worker from the department actually makes articles, explaining each step in the process. They state that excellent results have been obtained through this visual help.

Articles on Music

With the June 1950 issue, *House and Garden* inaugurated a series of articles on music—as a part of good living. These will be continued throughout the year. Among the first to appear in that issue were: "The State of Jazz," by Alec Wilder, composer; "Be Kind to Your Piano," by Gyorgy Sandor, the Hungarian-born pianist; and "The Case of Music on the School Curriculum," by Elva R. Heylmun, chairman of music for the National Congress of Parents and Children.

Good Public Relations Stunt

The recreation department in Leavenworth, Kansas, started a "championship club" early this year. Everyone, young or old, who wins any kind of championship — whether it is in jackstraws, the country club golf tournament, a school speech, or music contest—no matter what, receives a printed certificate. There are no dues or obligations of membership, but a dinner is given at the end of the year for all the Leavenworth champions of that year. It is fun; it gives recognition; and it is excellent and inexpensive public relations for the recreation department.

Bed-pinafore

Keeping a child quiet and contented in bed during any period of convalescence is not an easy job. This is especially difficult with a young child between the ages of four and seven, who does not care to listen to the radio for hours and is unable to read for entertainment. Crayons, watercolors or clay modeling appeal to children of this age, and offer unlimited fun and creative play. Unfortunately, however, painting and modeling often lead to a mess, after which pajamas, as well as blankets, have to be changed. Helen Klemm, author of "Want a Pet?" published in the April issue of RECREATION, has been confronted with this problem frequently. Instead of constantly admonishing the child to be careful, she has created a bed-pinafore which gives over-all protection. Near the narrow end of a piece of oilcloth or clear plastic material thirty-six inches wide and two yards long, she cuts a round opening large enough to slip over the child's head. Farther down, and on each side, holes are cut for the arms. The rest of the pinafore covers the blanket. When soiled, it is easily cleaned with soap and warm water and is ready for another busy day.

Floors for Square Dancing

Floor preparation for square dancing, recommended by Red Henderson of Spokane, Washington, calls for one gallon of white corn meal. Pour three ounces of Cedar San or O'Cedar Polish over this, and let set for twenty-four hours. Then spread lightly over the floor. It does not make the surface slippery and the floor may be used for basketball right after the dance.

A Dividend Check

A recent annual report of the Playground and Recreation Association of Wyoming Valley (Wilkes-Barre), Pennsylvania, was presented on one large sheet of paper—seventeen inches by twenty inches—which was folded to measure eight-and-one-half inches by three-and-three-fourths inches. The front of the fold represented a dividend check, made out in handwriting: To—The People of Wyoming Valley; For—A Year of Human Happiness; and it was signed by the association. A note on the back, from the president of the association, said in part: "Sending you this annual stockholders' report gives me a great deal of pleasure, for I'm reporting a very rich return on the stockholders' investment. Your dividend won't mean much on a ledger sheet, but you'll find it has strange powers to warm the human heart." The report, itself, was given in the form of an interesting picture story.

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State Teamwork for RECREATION

Ruth E. Peeler

ONE OF THE greatest discoveries in state recreation is how to make the best use of existing agencies and resources. This has been effectively brought about in the state of Washington by the Governor's Inter-Agency Committee, organized in the early part of 1949. Once a month the state departments meet to discuss ways and means to further state recreation. The governor acts as chairman of the group. The results have been gratifying and we predict that the state of Washington's Inter-Agency Committee will be a permanent one, serving as a pattern for future administrations.

The first step taken by the committee was an inventory of existing natural resources. Each department of state government brought in a detailed report of its function in utilizing these resources. The game, fish, forest, highway, parks and recreation, library, education, social welfare and conservation agencies were amazed to discover how well they could cooperate. The Association of Washington Cities, the Association of County Commissioners and the State Advertising Commission are also represented on the committee.

One of the most effective results that has been attained from this teamwork is the joining of forces of the State Department of Education and the State Parks and Recreation Commission—one having responsibility for the education of thousands of children, and the other having custody of thousands of acres of public lands suitable for recreation.

The state of Michigan sets a fine example of using, in full force, all state departments. It is in this state that the Department of Education and the Department of Conservation joined hands, realizing that neither department should tackle the problem alone. The state parks in Michigan are under the Department of Conservation. In 1946 they joined in a camping and outdoor education project to discover how education in the out-of-doors may be brought about and how it would involve the use of the many natural resources and facilities already available. There were joint meetings of staff, membership on committees, joint participation in conferences, meetings in communities, and a coordination of field activities that produced amazing results. Materials and publications were done together. In many instances, staff members from the two departments would travel together in the same car, giving field services to communities and schools that were interested in developing camping, outdoor education and community recreation programs. Many new day camping programs were established on state lands. School camping programs were initiated in state parks and a wide variety of recreation activities were carried out in many communities.

In the state of Washington we have been successful this year, in a great measure, in building such cooperation between these two state departments. They have been consulting on each community problem. Advisory committees that function throughout the state have been approved by both departments; and, in many instances, both departments have joined in consultant service, especially where school facilities were put to use for recreation programs. The State Advisory Council on Camping is made up of all organizations in the state interested in better camping standards and facilities. Meetings have been attended regularly by council members and much good has been accomplished. We have increased camping in our state park camps 300% and expect another large increase this year. Day camping programs in parks are also being planned and encouraged. Adequate camping facilities on state land are our aim, to meet the need of the entire state. It is a long range plan—anticipating at least ten camps within the state parks.

Recreation planning for all ages is big business. In Washington, over two million dollars were levied and used for recreation leadership and supplies, this not including the tremendous amount appropriated for capital outlay. We have helped sixty-seven communities with their problems; we have assembled information on two hundred and thirty-seven communities, which will be compiled and

Ruth Peeler is vice-chairman of the Washington State Parks and Recreation Commission, Olympia.

printed. This new department of state government has grown so rapidly that we are compelled to put on an additional consultant, thus providing consultant service for each section of the state. The National Recreation Association has pioneered the way. It has given to our state a service that cannot be measured in terms of dollars and cents; and it is still assisting our consultants in helping communities to get the most for each dollar expended.

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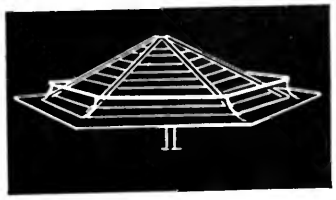

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Mount Lebanon Goes on the Bandwagon, David D. Rowlands.
Fairdale Builds a "Playtorium."
Lighted Sports Field for Quarryville's 1,300, John W. Mason.

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I Am a Park Site, A. P. Greensfelder.
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Before Too Late—Detroit Area Got Its Needed Parks, P. K. M'Wethy.
New Haven Finds Hard-Surfaced Playgrounds Better Attended, Cheaply Maintained, Harold V. Doheny.

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A Stadium for All Municipal Functions, Guy Elliott.
Some Helpful Books and Pamphlets in Community Planning and Development.
Clearwater Rebuilds Its Beaches, William L. Lee.
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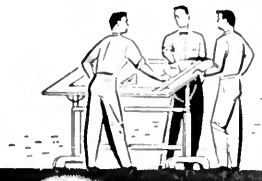

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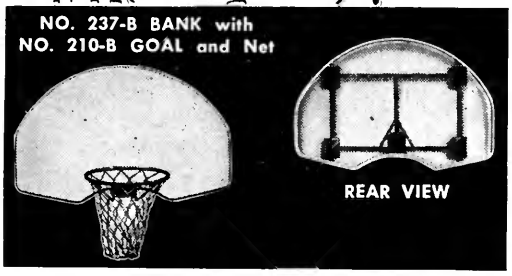

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Baseball's Greatest Hitters, Tom Meany. A. S. Barnes and Company, New York. $3.00.

Basic Swimming, Robert Kiphuth and Harry M. Burke. Yale University Press, New Haven. $3.00.

Bedroom Furniture, Period and Modern, V. E. Broadbent. The Bruce Publishing Company, Milwaukee. $4.00.

Beginning Synchronized Swimming, Betty Spears. Burgess Publishing Company, Minneapolis. $2.00.

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Every Woman's Guide to Spare-Time Income, Maxwell Lehman and Morton Yarman. Harcourt, Brace and Company, New York. $2.95.

Exploring Our National Parks and Monuments, Devereux Butcher. Houghton Mifflin Company, Boston. $3.50.

Favorite Folktales and Fables, Joanna Strong. Hart Publishing Company, New York. $1.25.

Fifty Learning Games, Caroline Horowitz. Hart Publishing Company, New York. $1.25.

Forty Rainy-Day Games, Caroline Horowitz. Hart Publishing Company, New York. $1.25.

Fun for Tiny Tots, Marion Jollison. Hart Publishing Company, New York. $1.25.

Games the World Around, Sarah Hunt and Ethel Cain. A. S. Barnes and Company, New York. $3.00.

Games You Can Make and Play, Paul V. Champion. The Bruce Publishing Company, Milwaukee. $2.50.

Going to Camp, Helen L. Beck. Stephen Daye Press, New York. $1.95.

Golden Funny Book, The, Gertrude Crampton. Simon and Schuster, New York. $1.00.

Golf Course Guide, The, Anthony F. Merrill. Thomas Y. Crowell Company, New York. $3.50.

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Merry Piper, The. Simon and Schuster, New York. $.25.

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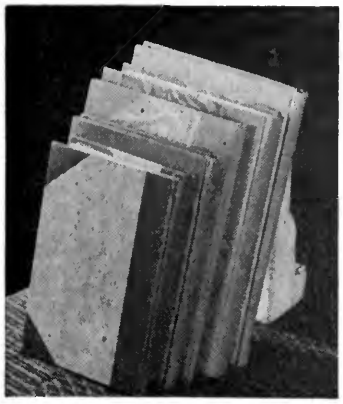
Sixty Swell Playmate Games, Caroline Horowitz. Hart Publishing Company, New York. $1.25.

Sunshine, Ludwig Bemelmans. Simon and Schuster, New York. $2.50.

Surprise for Sally, Ethel Crowninshield. Simon and Schuster, New York. $.25.



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Covering the Leisure-time Field

Informal Adult Education

Malcolm S. Knowles. Association Press, New York. $4.00.

MALCOLM KNOWLES, in *Informal Adult Education,* writes that "adulthood is a largely unfulfilled opportunity. Adults want to learn. Every person has capacities that if realized will contribute to the well-being of himself and of society. To achieve these potentials requires skills of many kinds — vocational, social, recreational, civic, artistic and the like."

Leisure-time agencies are facing an increasing number of adults in search of help in acquiring these skills—not in the traditional classroom credit courses, but in informal ways "where a group of people come together for the purpose of learning something simply because they want to know about it."

Mr. Knowles' book is a manual for leaders of these groups, whether they be clubs, classes or forums. Methods of exploring group organization patterns, determining interest and leader-group relationships are explained.

More than forty typical adult education programs are listed—programs of many different types of agencies in cities of all sizes and in rural areas. There is also a good bibliography of books, periodicals and pamphlets on the subject.

Mr. Knowles writes from the practical experience of many years as director of education of Central YMCA, Chicago. He is a member of the Executive Council of the American Association of Adult Education, on the Conference Committee of the Department of Adult Education of the National Education Association, and president of the Adult Education Council of Greater Chicago.

Leaders in recreation departments who are responsible for adult programs will do well to read *Informal Adult Education* and keep it close at hand for frequent reference.—*Marion Preece,* District Representative, National Recreation Assoc.

Community Centres

The University of Manitoba Press, Winnipeg, Canada. $1.00.

THE PLANNING RESEARCH CENTER of the School of Architecture that prepared this booklet, after conducting a fifteen-month program of research, has issued a report that is exceptionally concise, clear, graphic and attractive. It succeeded in its attempt "to maintain at all times a practical and logical approach to the problem of community centre design and to set down our findings and suggestions in as clear and straightforward a manner as possible."

This report affords a useful guide to any community, large or small, that is considering the establishment of a recreation building or community center. Suggested procedures in planning and organization are summarized in a nine-point working formula. Each unit in a building is considered separately, with drawings to illustrate design factors and principles. The variety of building types pictured in the report offers a wide range of possibilities open to a community with limited means that desires to establish a center. An unusually valuable feature is the section devoted to detailed construction drawings of various structural units. —*George D. Butler,* Director of Research, National Recreation Association ; author of "Recreation Areas—Their Design and Equipment," and others.

Opportunities in Physical Education, Health and Recreation

Jay B. Nash. Vocational Guidance Manuals, Incorporated, New York. $ 1.00.

THIS SMALL VOLUME is one in a series designed to help young people in choosing a career. It contains a discussion of the relationship between the fields of physical education, health education and recreation, and outlines the oppportunities in each. Major consideration is given to the field of physical education, but personal requirements, conditions of employment, duties, remuneration and suggestions for getting started are offered for each of the fields.

A list of institutions offering professional education in the three areas, with notations as to the major fields in which instructions are offered, is a useful feature of the book. Experienced recreation leaders might question the adequacy of the suggested college curriculum for training recreation workers, and some might take exception to the suggestion that the "student interested in recreation should probably consider a dual major when

planning his courses." The duties associated with various recreation positions are merely hinted at and a much fuller delineation of them would undoubtedly add to the usefulness of the manual. In spite of its limitations, however, it should provide a useful guide to prospective workers in physical education, health and recreation. — *George D. Butler.*

Know Your Canoeing

Lanore Morehouse and Leonard Fancher. Western Division, American Canoe Association, Chicago, Illinois. $.50.

IF YOU HAVE NOT caught up with this new pamphlet on canoeing, put it on the list for your camping tool kit next season. Its purpose is "to promote a better understanding of the safety and handling of canoes." Care of the canoe, safety, paddling strokes—using only standardized stroke names—are discussed in detail and illustrated with photographs and charts.

The Theory of Camping

Frank L. Irwin. A. S. Barnes and Company, New York. $2.50.

HERE IS well-presented material emphasizing the "objectives and techniques of camping in the light of its growing recognition as an important and integral part of the general educational program." This book will be welcomed by instructors of camping courses, and will provide good discussion material, especially with the related questions for discussion which the author has included in each chapter.

The author has written convincingly of the part camping can play in the total education of the child of today, and has related the goals of American education to the potentialities of a good camping experience. The chapters on "Understanding the Camper," "Group Life in Camp," and "The Counselor" seem to the reviewer to be especially helpful to camp directors as a foundation for the evaluation of a camp's specific objectives and way of work. The summaries of the chapters will make good discussion points for any group of camp-minded leaders.

This is a good addition to the suddenly growing number of publications on organized camping.— *Catherine T. Hammett,* consultant in camping and outdoor living.

Camping for Blind Youth

M. E. Frampton, Ph.D., and Paul C. Mitchell. The New York Institute for the Blind, New York.

IN 1937, the principal of the New York Institute began to ask questions about camping facilities for handicapped children and particularly for the blind child. Through a survey, he discovered that there were few, if any, available. Therefore, he decided to attempt such a project himself, and established Camp Wapanacki. The succeeding years proved the value of his enterprise, and in 1942 it was taken over by the institute, which has operated it ever since. Thus, this manual is based upon sound, actual experience. It covers leadership, program, necessary camp rules, aims and objectives, and includes a bibliography.

Lift Every Voice

Board of Education of The Methodist Church, Nashville, Tennessee. $.25 each; 20 for $4.50; 50 for $10.00; 100 for $18.00.

THIS NEW, small and handy song book, to use indoors or out, contains a collection of hymns, spirituals, fun and folk songs that have delighted people around the world for many years. The songs and music score are followed by a page of suggestions for song leading. Order from the Service Department, Box 871, Nashville, Tennessee.

Counseling Adolescents

Shirley A. Harin, Ph. D., and Blanche B. Paulson. Science Research Associates, Chicago, Illinois. $3.50.

HERE IS A PRACTICAL how-to-do-it book which will help the teacher or counselor evaluate leading counseling theories and draw on the most workable features of each. To illustrate key points, it describes practices that have proved effective in high schools and colleges. Actual interviews are cited plentifully and case summaries given. Dr. Harin is professor of education at Northwestern University, and Miss Paulson is coordinator in the Division of Guidance and Counseling in the Chicago public schools.

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Recreation Training Institutes

(Sponsored jointly by the National Recreation Association and local recreation departments)

September, October and November, 1950

HELEN DAUNCEY Social Recreation	National Recreation Congress* October 2-6	
	Haynesville, Alabama October 16-20	Miss Hulda Coleman, Superintendent of Schools, Lowndes County
	Talladega, Alabama October 23-27	F. L. Harwell, Superintendent of Schools
	Birmingham, Alabama October 30-November 3	Dr. I. F. Simmons, Superintendent of Schools, Jefferson County
	Elba, Alabama November 6-10	K. G. Krook, Superintendent of Schools
	Mobile, Alabama November 13-17	K. J. Clark, Superintendent of Schools, Mobile County
	Wetumpka, Alabama November 20-24	J. R. Formby, Superintendent of Schools, Elmore County
ANNE LIVINGSTON Social Recreation	Charlotte, North Carolina September 25-29	Robert L. Coons, General Secretary, YMCA, 330 South Tryon Street
	National Recreation Congress* October 2-6	
	North Central District October 16-November 24	
MILDRED SCANLON Social Recreation	National Recreation Congress* October 2-6	
	Galveston, Texas October 9-13	William Schuler, Superintendent of Recreation and Parks, Menard Community Center
	Seguin, Texas October 16-20	George A. Lewrey, Superintendent of Recreation, City Hall
	Amarillo, Texas October 23-27	Jack Hans, Superintendent of Recreation, City Hall
	Wichita Falls, Texas October 30-November 3	Raybon W. Porter, Minister of Education, First Methodist Church, 10th and Travis Streets
	Tyler, Texas November 6-10	Robert Shelton, Director of Parks and Recreation, City Hall
FRANK STAPLES Arts and Crafts	Toledo, Ohio September 11-29	A. G. Morse, Supervisor of Recreation, Department of Welfare, 214 Safety Building
	National Recreation Congress* October 2-6	
	Akron, Ohio October 9-20	A. E. Genter, Superintendent of Recreation, 325 Locust Street
	Hammond, Indiana October 23-November 3	J. N. Higgins, Director, Board of Parks and Recreation
	Elkhart, Indiana November 6-17	K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building
	Springfield, Illinois November 20-24	H. Francis Shuster, Superintendent of Recreation, City Hall
GRACE WALKER Creative Recreation	Durham, North Carolina September 18-23	Irwin R. Holmes, Supervisor of Activities for Negroes, W. D. Hill Community Center, 1308 Fayetteville St.
	National Recreation Congress* October 2-6	

* A series of four training sessions in each of the following fields will be offered at the National Recreation Congress in Cleveland, Ohio, October 2-6: arts and crafts, drama, social recreation. NRA leadership training specialists will be in charge. All registered delegates at the Congress may participate in this training program.

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Ever doodle like this?

WHEN YOU'RE DAYDREAMING perhaps you, like most people, find yourself doodling pictures of the things you want most.

Maybe there's a house you have in mind you'd like to build.

Or you're wondering which college you'd like your child to attend a few years from now. Or maybe you'd like to own a *brand-new* automobile someday.

One sure way to take your daydreams out of the doodling stage—and make 'em come true—is to set aside part of your salary regularly in U. S. Savings Bonds.

So sign up on the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you have a checking account.

Start making your daydreams come true *right now!*

Automatic saving is sure saving—U.S. Savings Bonds

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Recreation

OCTOBER, 1950

Henry Pfeiffer Library
MacMurray College
Jacksonville, Illinois
OCT 3 1950

Let Us Be Thankful!

Here is a list of games, festivals and parties for the Thanksgiving celebration in your home, community center, school or church. The following publications may be ordered from the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

All-American Party, An (MB 1373)—Games and quizzes suitable for Thanksgiving. $.05

Blue Laws Party, The (MB 610)—A pantomime with reader, suitable for Thanksgiving time . . . . . $.05

Captain's Dilemma, The (MP 89)—A playlet based on the famous courtship of Miles Standish . . . . . $.10

Children of the Americas (MP 338)—A pageant depicting, through song and dance, historic periods of America . . . $.10

Dinner Table Fun (MP 185)—Games for your after-dinner fun . . . . . $.20

Faith of Our Fathers (MP 46)—A Pilgrim pageant. The first part deals with the Pilgrims—brings out clearly the signing of the Mayflower Compact and also contains a scene of the first Thanksgiving. The second part of the pageant tells of the "Faith of Our Fathers in Modern Times" . . $.25

Family Party for Thanksgiving, A (MB 1578) . . . . . $.05

For a Happy Thanksgiving (Reprinted from RECREATION magazine)—Suggestions for a simple harvest community night consisting of songs, dances and considerable pageantry. Also suggests other possibilities for harvest entertainments and festivals . . . . . $.10

Fun for Thanksgiving (MB 1576)—Games and decorations . . . . . $.05

Harvest Festival (MP 133)—An outline for a simple festival including a dance of the autumn leaves, a Pilgrim procession, a husking bee and others. May be produced indoors or outdoors . . . . . $.10

Harvest Home Thanksgiving Party (MB 1579)—Grand fun for a family celebration, $.05

Parties A to Z—Contains plans for a harvest celebration . . . . . $.50

Parties for Special Days of the Year—Included is a complete plan for a Thanksgiving party . . . . . $.50

Plays, Pageants, Festivals and Other Entertainment Material for Thanksgiving (MP 342) . . . . . $.10

Program for Thanksgiving, A (MP 367)—Eight tableaux with narrators . . $.10

Thanksgiving Ceremonial, A (MB 1421)—For church, school, or community auditorium use. The Earth Mother and the Earth Children take part in a procession, followed by groups of Pilgrims, pioneers and those who share their offerings . . . $.05

Thanksgiving Down On the Farm (MB 1892)—Decorations and games . . . $.05

Three Thanksgivings, The (MP 51)—A November humoresque of the Thanksgivings of the past, present and future. Especially good for a community Thanksgiving celebration . . . . . $.25

Turkeys in the Treetop (MP 407)—Games and mixers for your party . . . $.10

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Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

OCTOBER 1950

Editor, JOSEPH PRENDERGAST
Managing Editor, DOROTHY DONALDSON
Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 5

On the Cover

Halloween!! The word is magic to the ears of the young of all ages, and the time is just right for a little recreation sorcery to be spread by departments throughout the country. Cast a spell; call up the djinns, goblins, ghouls and witches from their dark haunts and make your October program one to be remembered by all! Photo, courtesy National Biscuit Company.

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Page 243, Greensboro Recreation Department, North Carolina; page 253, Paul A. Moore, Tennessee Conservation Department; page 255, Hofmann, Freising, Germany; page 257, Phillips, San Pedro, California; page 261, John Gass, *The Scarsdale Inquirer*, Scarsdale, New York; page 264, top and bottom, page 265, Theo Frey, Zurich, Switzerland; page 264, center, page 266, E. T. S. Magglingen; page 272, Los Angeles Recreation and Park Department, California.

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COMING NEXT MONTH

Our November issue will carry THE MAYOR'S CHRISTMAS PARTY, postponed from the October issue, and suggestions for Thanksgiving programs; articles on home play; the relation of group work, recreation and mental hygiene; hospital recreation; community education and recreation; a sports carnival. Watch particularly for Part I of THE USE OF SCHOOL BUILDINGS FOR RECREATION—the NRA study which was announced in *Things You Should Know . . .*, September issue. Part II will be published in December.

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Executive Director, JOSEPH PRENDERGAST

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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Now You Can BELONG

In the April issue of Recreation, I stated my intention to resurvey and review all of the services of the National Recreation Association to determine how we might best broaden and improve them. In the September issue we announced the reorganization and expansion of the association's district field services as of July 1, 1950. We have now completed a reorganization of the headquarters staff as indicated on the preceding page.

During my spring trips to the various district conferences, many recreation executives and other recreation workers from all sections of the country brought up the question of individual active associate membership and of agency affiliate membership in the association. It was thought that a more formal relationship between individual recreation workers and local agencies and the association would be helpful to the national recreation movement as well as mutually helpful to recreation workers, the local agencies and the association.

During July and August, the suggestions that associate and affiliate memberships be established were submitted by newsletters to recreation and park executives and chairmen. We received such enthusiastic responses to both suggestions that it was decided that both memberships should become effective October 1, 1950.

The affiliate membership is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program, and whose cooperation in the work of the association would, in the opinion of the association's board of directors, further the ends of the national recreation movement.

The affiliation fee has been set at the nominal figure of ten dollars because our first consideration is to make it possible for every recreation agency to become affiliated for service with the association. Beyond that, it is our hope that every recreation agency will give most serious consideration to the possibility of sharing officially, as so many do at present and have in the past, in the support of the cooperative services made available to them through the association.

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public organization whose function is wholly or primarily the provision or promotion of recreation services or which includes recreation as an important part of its total program, and whose cooperation in the work of the association would, in the opinion of the association's board of directors, further the ends of the national recreation movement. All other individuals interested in supporting the work of the association may become contributing, but not active, associate members. The active associate membership fee has been set at five dollars.

The benefits and services to be available to all affiliate and associate members are substantially those outlined in my newsletters of July 31 and August 15, 1950. Descriptive material and official application blanks for both memberships are being mailed to all agencies and individuals on our mailing lists. We would be very glad to send them to any other agency or individual on request. Necessary adjustments will be made in the case of the many hundreds of good friends who already are contributing to the financial support of the association so that they may become affiliate or associate members.

For further information with reference to the proposed memberships, please feel free to write me at any time. I would also appreciate any comments, suggestions or criticisms you may care to make with reference to any of the services of the association. It is our desire to bring about the closest possible relationship between everyone working in the field of recreation and to give you the broadest and best possible service.

I hope I may soon have the pleasure of welcoming you all as members of the association.

Joseph Prendergast

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

"We, the members of this commission, have held a number of meetings. To benefit from those who have had years of experience in this type of work, the members of the commission have subscribed to RECREATION. . . .We urge all others interested to subscribe to this excellent magazine."

RECREATION COMMISSION,
Barrington, New Jersey

"At this time, let me tell you that I think the RECREATION magazine to be the finest magazine of its kind published in this country. It has steadily become more interesting and valuable to me as each monthly issue arrives. All of us in this organization feel the same about it. All departments borrow my copy of RECREATION."

HAZEL B. FLYE,
Health and Recreation Director, YWCA,
Brockton, Massachusetts

"Your articles in the 'Playground Issue' of RECREATION magazine were excellent. The entire issue was so splendid that I have ordered additional copies so that each playground leader might read them and be as stimulated as I was."

EUGENE L. BARNWELL,
Director of Recreation,
Alexandria, Virginia

"As a subscriber to your monthly magazine, I have received invaluable help in planning a recreation and day camp program for the teen-age girls of our institution."

SISTER MARY GOOD COUNSEL,
Mount St. Florence High School,
Maple Avenue,
Peekskill, New York

"While doing some research at the university the other day, I found your late issues of RECREATION. They are so vastly improved over a few years ago that I'd like to 'pick up' my membership with you again."

WILLIAM F. SMITH, *Minister,*
First Methodist Church,
Central Islip, New York

"I am the new social director here at Sparrow Hospital, and find our subscription to your magazine *very helpful.*"

MYRA L. WILLIAMSON,
Lansing, Michigan

"Permit me to congratulate you on 'The Job Outlook' in the September issue. This article will answer many questions and thoughts of people now working on, or interested in securing work in the field. Such an article from you several times a year would be highly desirable."

JOHNSON S. TOWNLEY,
Summer Recreation Director,
Indiana University

"Thank you for so kindly sending me two copies of the January, 1950 issue of your magazine, RECREATION, which included an article by Monsieur Joussellin. This aroused great interest at the recent meeting in London of the Travel and Exchange Commission of WAY."

CHAIRMAN, *Travel and Exchange Commission,*
World Assembly of Youth,
British National Committee,
London, W. C. 1

How to Write for RECREATION

FROM TIME to time our readers, who also are our contributors, write us regarding specifications for articles to be submitted for possible publication in RECREATION. We are pleased to hear from subscribers who are realizing that this is *their* magazine, their own medium for the exchange of experience all year round. The following information, therefore, is presented to facilitate and stimulate the preparation of material for this purpose.

A study of ways of improving the magazine, conducted through the spring and summer, is resulting in many plans. A questionnaire will be coming to you shortly, so that your own suggestions can be considered in making decisions for the future. These will be announced in the January issue.

Manuscripts

They should be typewritten, with ample margins, double-spaced, on one side of the paper, and be first copies—not carbons. They should carry name, title, address of the author, and be accompanied by a few lines of biographical material and a self-addressed, stamped envelope. Wherever possible, too, please send a photograph of the author.

Length

Articles usually run between 1,600 and 2,000 words in length; and we like—wherever possible—to have good action photographs to use for illustration. We also need brief, informative material.

Content

When an article tells the story of a good program, we want it also to explain how the program got that way, to include an account of the *problems* involved and how they were solved. In fact, we ask you to send us the sort of information which you, yourself, would like to find in the magazine. We want stories of your experience in making theories realities, and the results of your experiments; also, stories presenting the philosophy and the challenge of the recreation job.

Subject matter of articles can cover group or individual recreation for all ages; recreation for churches, camps, institutions, the handicapped, private organizations, rural areas, schools; recreation administration, program, leadership, training, facilities, equipment; specific interests and skills; home play. Short materials should include information which can be used for the regular feature pages—such as news, favorite social games, mixers, stunts; letters of opinion for the "Comments to the Editorial Department" page, helpful hints for the "Suggestion Box," and so on.

A Few Examples of Specific Subjects

Rainy day programs for playgrounds.

Playground leadership, techniques, training.

Programs for community nights on playgrounds.

Examples of cooperation with army installation officers in providing off-post recreation for servicemen nearby. This might be two-way, not only telling of the welcoming of servicemen to a community program, but exploring the possibilities of the army providing volunteer leadership, or even facilities, for such program.

Hobbies, other individual recreation pursuits.

Athletic and sports programs and new techniques.

Detailed crafts projects, step-by-step instructions. If we found enough interest and *cooperation*, we might set up a crafts exchange, to appear monthly. *All those interested, let us know.*

The pros and cons of the giving of awards, and what kind, if any.

Recreation department drama programs.

The pros and cons of league play for juniors.

Suggestions for good Thanksgiving, Christmas, Easter, Fourth of July observances, and others.

Club organization, leadership, program planning, activities, problems.

Timing

Timing is most important, especially with seasonal material. Each issue of the magazine is made up well in advance. Current magazine schedule:

Issue	*Deadline*
January 1951	October 16, 1950
February	November 16
March	December 11
April (Playground)	January 18, 1951
May	February 19
June	March 17

Photographs

Mark plainly for credit, identification, return—if requested. Send action, human interest photographs—pictures that tell a story.

Things You Should Know . . .

• RECREATION THERAPIST positions with the California Department of Mental Hygiene are being set up in eighteen institutions throughout that state. Nationwide examinations for these positions are being held in October.

• RECREATION DEPARTMENTS are beginning to feel the breath of Uncle Sam, and several recreation executives already have been called for military action, while others are in line for such attention. At the outbreak of the last war, the increasing flow of personnel out of departments resulted in the sudden necessity for replacements. Many were made with women; older people were called back into service; high school students provided leadership on playgrounds; former volunteers were trained for paid jobs. New sources of volunteers were tapped; and the number of volunteers multiplied. With this in mind today, it might be well for all departments to gear their in-service training to the possibility of such changes once more, and to include new people who may have to be utilized. If these people are not needed, their recreation training will not be wasted—for it can be used elsewhere.

• LETTERS RECEIVED by the National Recreation Association—pledging cooperation, offering enthusiastic comments and constructive suggestions —indicate that feeling is running strong in favor of the proposed expansion of NRA services, the realignment of districts in order to put more staff people in the areas to be served, and the plans for the future.

• AFTER TWO YEARS OF STUDY by a membership committee of the Youth Division and the Education-Recreation Council of the National Social Welfare Assembly, a recommendation has been passed for the consolidation of these two groups. The executive committee of the assembly has appointed a committee to work out ways and means of bringing this about and integrating the new organization into the over-all assembly structure. This is to be known as the Recreation-Education Division of the assembly.

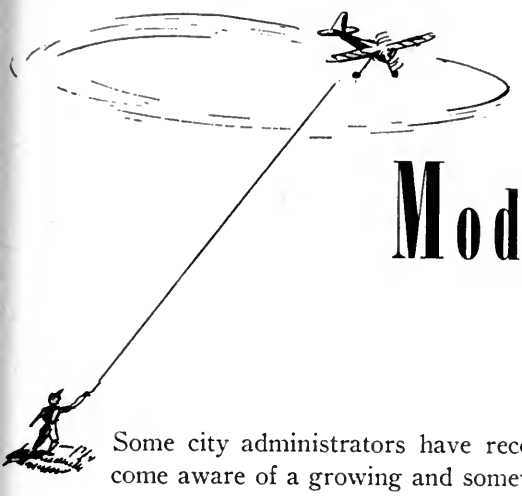
• AN ARTICLE BY JOSEPH PRENDERGAST, Executive Director of the NRA, on "The Areas of Cooperation Between the National Recreation Association and the American Recreation Society" is appearing in this month's issue of the *Journal of the American Association for Health, Physical Education and Recreation.* An editorial by Mr. Prendergast also will appear in an early issue of the American Recreation Society bulletin.

• THE STATE INTERAGENCY Council of Michigan has just received a grant from the Kellogg Foundation for two years' salary for a secretary for the committee. Edwin C. Rice, of Greenwich, Connecticut, has been appointed.

• THE NRA WILL BE REPRESENTED on the steering committee of the Council on Participation of National Organizations, President Truman's Mid-Century White House Conference on Children and Youth, at its meeting on December 3, 1950. The purpose of the conference is "to consider how we can develop in children the mental, emotional and spiritual qualities essential to individual happiness and responsible citizenship." The NRA also had been represented on the planning committee for the recreation section of the Conference on the Aging, held in the Shoreham Hotel, Washington, D. C., in August.

• MR. PRENDERGAST WILL SPEAK at the annual luncheon of the American Recreation Society at the Midcentury National Recreation Congress in Cleveland, Wednesday, October fourth, and also will speak at the seventh Governor's Conference on Recreation in Montpelier, Vermont, on the twenty-third. In November, he will preside at a forum in New Jersey, sponsored by the *Newark Evening News*, on "Play Space in New Neighborhoods," and speak at a meeting of the North Carolina and South Carolina state recreation societies.

An activity which was popular with recreation departments before the days of power motors now makes another bid for attention.



Model Aviation

Frederic Howard

Some city administrators have recently become aware of a growing and somewhat unusual civic problem—"the model menace." The flying of gasoline-engined model airplanes in residential zones has reached alarming proportions from one end of the country to the other. The invasion of park areas, athletic fields, schoolyards, and vacant lots by "control-line" enthusiasts has been countered with absolute bans on all model flying in many cities, including Atlanta, Evanston, and Chattanooga. Other cities will undoubtedly take the same action. The desirability of prohibiting all model flying within a city is questionable; but the simplicity and directness of this action, the confusion and hesitancy which have characterized recommendations of municipal recreation departments in this matter, and the rate at which control-line flying continues to spread, suggest that this "solution" will find wide acceptance.

The present model airplane problem centers on the control-line type. This gasoline-engined miniature is operated on a pair of wire cables which confine its flight pattern to a circle. Its appeal lies in the minimum of space its flight requires (a circle of 150 feet diameter is ample), the ease of construction, and the model's control and durability. Its popularity is proved by the growing list of complaints from irritated citizenry who argue that the noise of the engine and the potential hazard to onlookers, should the control cables give way, far outweigh any educational or recreational value of such model flying. Although the hazard is quite real—the velocity of these models sometimes approaches 100 miles per hour—the nuisance factor is usually the basis for complaint. When the quiet of a Sunday morning is shattered by the high-pitched whine of a score or perhaps a hundred of these miniature machines in simultaneous operation throughout a city, a civic problem undoubt-

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Mr. Howard reports that he and his wife "spend more time than we should" with model aviation and other hobbies. Now a social worker, Jefferson County Department of Public Welfare, Golden, Colorado, he previously had been a production test engineer of airplane engines, meteorological aide and tax assessor.

edly exists. The severity of the problem is ordinarily proportional to the size of the city and the density of the model population. In many cities, this type of model activity has become so prevalent that some sort of restrictive or regulatory provision is required.

It can no longer be argued that the relative unimportance of model airplanes warrants only makeshift provision in a municipal recreation program. To give a typical example, it is conservatively estimated by Denver's department of recreation that there are some 800 active control-line modelers within the city. This number compares favorably —as probably is the case in many other cities— with the number of active participants in long-established recreation pursuits. Further, the sport of model flying is not, as commonly believed, confined to junior citizens; a considerable proportion of modelers are found in the older age groups, so it cannot be dismissed as being analogous, say, to kite flying, and unworthy of serious consideration in recreation programs. The effect of the last world war in promoting interest in aviation, the general increase of consumer purchasing power, and the recent advances made in model aeronautics are the basic reasons for the phenomenal increase in the popularity of model flying. Recreation administrators have not kept abreast of this development. Indeed, it is rare to find model aviation considered in municipal recreation programs except as a crafts hobby for youth, with provision, perhaps, for one annual model meet. It is incongruous that, while the recreational value of model airplane building is accepted completely, the recreational value of model flying is, for the most part, not seriously considered. The failure of recreation departments to plan for the sport of model flying of all types is rather difficult to explain. The sudden concern with the control-line model is understandable, since the present critical problem has forced action. But when a field of recreation, sufficiently popular to support three national magazines devoted exclusively to it, and with an enthusiastic following among various age groups, continues to be largely neglected, an ideal opportunity for community recreation planning is overlooked.

So far, the basic failure in municipal recreation model programs is the complete lack of over-all planning. As long as model flying is viewed only as a "problem," city administrations will continue to waste time and energy in searching for a "solution" instead of directing and encouraging the various phases of model activity. A fact not properly appreciated is that control-line flying, with the attendant nuisances of noise and potential danger, is not representative of model aviation. It happens to be currently popular, but it is doubtful if it will long maintain the dominant position in model flying that it now occupies. The history of model aviation indicates that no one model type long enjoys unrivaled mass popularity.

The sport of model flying and the possibility of fitting this activity, in all of its phases, into recreation programs are subjects particularly appropriate at this time. For, if the current trend of outlawing model airplane flying continues, recreation agencies may find that the objectionable features of one model airplane type will result in local ordinances drastically affecting the promotion of *any* type of model flying. If model flying is to have a place in recreation planning, consideration must be given both to the current problem and to the requirements and potential problems of other types of flying models. The following information might well provide a basis for local programs designed to include the entire field of model flying.

Present flying models can be divided into three types: those powered by miniature gasoline engines, by strands of rubber, or by carbon dioxide engines. The last ten years have seen a rapid increase in the popularity of gasoline-engined models, and the last three years, a great interest in control-line flying. The gas engine type is flown in one of three ways: (1) by control line; (2) by free flight (uncontrolled except for a timing device which limits the length of time the engine runs); (3) by radio control (the model's flight path is determined from the ground by signals from a miniature radio transmitter). Only the first of these three ways of flying gasoline-engined models is feasible within the limits of most cities. Free-flight gasoline and radio models require considerable space, preferably unobstructed, and any city sponsoring an easily accessible location for this type of flying could go a long way toward transferring popular enthusiasm from control-line flying within a city to free flight on the edge of or beyond the city. The difficulty of finding a suitable area for free flight without trespassing is one reason model builders turn to control-line flying. If control-line flying within a city is by necessity restricted to an inconvenient location, thus tempting modelers to fly their miniatures near churches and hospitals or in crowded parks, promotion of other kinds of model flying is certainly advisable.

The present situation necessitates municipal control of the indiscriminate flying of control-line models. In contrast to the simple solution of banning the sport, some cities are now providing

municipally-sponsored "model arenas"—areas set aside on the city's outskirts for the use of control-line modelers. This approach solves the problem of noise and, if adequate fencing is erected, it removes a potential hazard to onlookers. Unfortunately, however, a single model arena—even with space for several models to be flown simultaneously—is apt to be an inadequate solution. Modelers usually decide on the control-line type of flying for reasons of personal convenience—the sport requires a minimum of space. If the modeler must travel a good many miles to reach the city's model arena, his use of the nearest vacant lot or public park will probably continue. A number of smaller areas, provided in various parts of the city on a basis somewhat proportional to the distribution of the model population, is a far more realistic approach to the problem. Restricting the use of some of these areas to models equipped with mufflers would undoubtedly be required. This is, at present, a very practical request.

Rubber-powered models, in general, include two types—outdoor and indoor. Their nuisance factor is low (they are quiet), and it is difficult to visualize any safety problem in connection with their flight. Indoor models weigh a fraction of an ounce, fly at three to four miles an hour— sometimes for as long as fifteen minutes—but, unfortunately, require a large auditorium or field house. Although the least expensive, they demand the highest degree of craftsmanship; consequently, interest in this model type is confined chiefly to adults. The difficulty in obtaining indoor space in which to fly these models is the main reason for the present lack of popular interest. (About twenty years ago, they were extremely popular.) By making available, at certain times, municipal auditoriums, field houses or armories, a model program could easily revive interest in the indoor endurance model.

The outdoor rubber-powered model was predominant until a few years ago when free-flight gasoline models came into the foreground. These, in turn, gave way in popularity to the present control-line type. Models powered by twisted rubber strands will weigh from two to eight ounces, fly at speeds of eight to fifteen miles per hour, and are noiseless. There is little or no chance of injury or property damage from their flights, and any convenient space of 100 yards or more on a side (cleared areas in parks, municipal golf courses, vacant lots or stadiums) will accommodate them to a certain degree. When flown in competition for maximum endurance, a greater amount of space is naturally required. Incidentally, this type has long been popular with all age groups. Any municipal model airplane program providing or approving space for outdoor rubber-powered flying could expect an increase of interest in this type.

Models powered by carbon dioxide cylinders are currently on the increase, but the factor of expense alone (ten cents for a single flight) makes it unlikely that they will attain any mass popularity. This type, although relatively quiet and comparable in size, weight and velocity to the usual rubber-powered model, features a rate of propeller revolution (about 3,500 per minute) that might be regarded as a hazard. If carbon dioxide powered models are to be flown in park areas or similar places, undoubtedly some restrictions will be required in the interests of safety.

There are perhaps two chief considerations that enter any proposed recreation program: the expense involved and the organization required. Neither of these is significant in model airplane programs. What is important is planning the use of space, indoor and out, already available, providing a certain amount of fencing for control-line model arenas, and publicizing—through the school system, the local press and radio and model suppliers—the municipal facilities available or especially provided for the various flying types. This would not constitute an expensive program—particularly in comparison with some of the older, usually seasonal, recreation programs. The community organization required would hardly be extensive and, with respect to the organization of individual modelers, informal spontaneous groups —originating from interest in some particular model type or growing from a neighborhood association—could form a natural basis for group participation.

A well-planned model program can reduce the somewhat exaggerated emphasis now placed on control-line flying by promoting interest in the other kinds of flying models.

Recently, Long Beach, California, questioned 34 California cities about their experiences with gas-propelled model airplanes, boats and autos. Asked if their recreation departments sponsor gas model airplanes, 6 cities said yes; 18, no. Thirteen cities reported noise complaints; 6 had no such difficulties. To the question: "If properly developed areas and facilities are provided, do you consider these as good activities for a public recreation department to: encourage—17 yes, 1 no; assist by helping independent clubs—19 yes, 1 no; sponsor or conduct—7 yes, 8 no.

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One recreation worker gives others "a piece of his mind" . . .

Community Singing

Arthur Todd

THE ABOVE TITLE might be "The Lost Art of Community Singing"—or perhaps it is not gone completely, but merely sidetracked. We are so concerned about training the intellect these days that we neglect almost altogether the cultivation of the emotions and the development of attitudes. We are surrounded constantly by a barrage of words, spoken and written; and very little time is given to satisfying our innate hunger for the things of the senses and of the spirit—for beauty in line, color, sound and rhythm.

Take music. Most of the so-called music clubs that I know seldom listen to music and practically never make it. What do they do? They write papers and talk about it.

It doesn't seem, in any case, that our barrage of words and our emphasis upon the mind have brought us any glowing success in terms of social harmony, world peace or general well-being.

The cynical tone of these remarks is partly the result of a feeling of personal frustration. I am, perhaps, overly critical because I happened to get into recreation work by way of music teaching and community music organization. Naively, I had expected that in the recreation field I would be able to do something to encourage and further the making of music. Instead, as a busy field representative for the National Recreation Association, I have found it necessary to spend most of my time on such matters as budgets, facilities, personnel, referendum campaigns and the like. Of course, this machinery is essential if music and other arts and activities are to flourish.

What constantly baffles me is that an activity as universally enjoyed and as simple to develop as music is so generally ignored. Actually, it is just as important in the recreation program as baseball or woodcraft or table tennis.

Community singing is adaptable to all kinds and sizes of groups and to all occasions. It cuts across the lines of age, race, economic groups and physical capacities. It is less expensive than most activities. It is good summer or winter, indoors or outdoors. It has the power to weld a group together, to turn a crowd into a community, into a "rhythmic human companionship" as Carlyle has said.

Time and again it has been proved that people

Art Todd is well-known in the recreation field for his outstanding work as north central district representative of the National Recreation Association.

like to make their own music, that they will take advantage of opportunities to sing together. Yet, it seems that recreation people generally overlook the possibilities or, if they do anything, it is more an afterthought—something to fill in while the waiters are removing the dishes. In time of war and at Christmas time, singing is revived. Actually, it is just as good and as important in time of peace and at Thanksgiving, Decoration Day and, for that matter, at all seasons of the year and every day.

The purpose of community singing is to get people to sing together and to sing with enjoyment—not halfheartedly and self-consciously, but freely, in a way that gives real self-expression and release. Therefore, whatever is done should be done to the end of helping people to have a good time while making music; or, in other words, the conditions, the environment and atmosphere provided should bring about a desire to sing and make the singing fun.

It is natural to think first about the song leader; he is important. I prefer, however, to go on to some other matters which most recreation leaders can do more about, and which are essential in community singing.

First, the accompanist. For all but big, outdoor sings, the piano is the best instrument. It is just as important that the piano be in tune and in good playing condition for a community sing as it is to have the ball diamond clean and smooth for baseball; but the thing that really matters, is the pianist—one who plays with good rhythm, and can play the songs in singable keys. I am inclined to think that the accompanist is more important than the leader. Any of you can lead the singing if you have a good accompanist. All you need to do is to announce the song and show the singers when to start.

You could render a service to your community by arranging for accompanists' clinics or training courses. Get the best community singing accompanist in the town or locality to take charge. Get all the piano players you can to attend. While speaking of training, let me suggest, too, a song leaders' workshop or training school. Put your best leader in charge. Invite all organizations and groups to send someone. It will go far toward extending and improving the informal singing in your community.

Arrangements for a Sing
Piano in front.
Words, slides or song sheets.
Crowd, compact and comfortable.

Group singing, out-of-doors, is emphasized by the recreation department in Greensboro, North Carolina.

If outdoors, controls and policing are necessary.
An introduction of the leader.
Sufficient time for singing.
Leader and accompanist should get together in advance to decide upon keys, tempos, introductions and other arrangements.

There is a great wealth of good, singable songs. Why repeat a few old stand-bys over and over? New songs can be introduced gradually and added to the repertoire. The feeling of accomplishment and growth is as essential to give satisfaction in community singing as in sports or crafts.

What Sandberg calls "darn fool songs" have their place, but "Old McDonald" and "John Brown's Body" can be overdone. There are Negro spirituals, songs of romance, songs of occupations, regional songs, songs from other lands which reveal more than anything else the spirit and character of the people, old songs and new songs.

Let us sing together more. As recreation people, let us provide opportunities for people to sing together. In singing, we feel a keen enthusiasm for expression itself, generous and self-forgetful, not self-centered and acquisitive. Surely this singing must strengthen whatever tendency the individual may have to prize human and social values above selfish ones.

The Music Educator and the Community

Various people have asked me about the duties of the music educator in school-community rela-

tions. I see his place in the community shaping up as follows:

• As an advisor on community music to help on planning committees for community sings, festivals, music week, the organization of community music groups—some of which may be sponsored by the recreation department; guidance in the music work of the recreation department so that it may be correlated with the school music program, so that similar values may be emphasized.

In some cases, the initiative for this collaboration may have to come from the music educator. He may have to seek out and cultivate the recreation director because, unfortunately, not all recreation leaders have the proper appreciation of music in a program. More often, the recreation director hesitates to go to the music education department because he is not too comfortable in this field; he doesn't know how to start. A community-minded music educator will find ways of using the machinery that has been created in a recreation department to further his objectives in music.

• As a participant or leader in community music programs. Music teachers are very busy, but some are able to direct community groups, choruses, orchestras, bands, and so on. In fact, some school boards, recognizing the importance of this work, reduce the teacher's schedule at school in order that he may give more of this kind of leadership.

• As an interpreter of the values of community music to *students*—preparing them for participation after they leave school. This takes more than just the ability to play or sing, of course. Some participation in groups outside of school will help. Emphasis upon music as a hobby, or the recreational value of music through life, is necessary. Definite activities in school music that will have carry-over value are important.

• As an interpreter of the values of community music to *the public*—through talking to groups, pointing up good music programs in their town or other towns, encouraging music clubs to make and listen to music rather than just talk about it, using music where people are gathered together. A particular need in most towns is for the training of song leaders and accompanists. Recreation and music people can work out plans together.

Frequent exchanges of ideas between music educators and recreation leaders will be mutually beneficial. For example, the music teacher should know some of the objectives of recreation, so that he can apply them to his work in the community and even in school. The recreation program is for all, particularly the "dubs". The varsity idea too often dominates school music. The recreation program is geared to the varying levels of interest, skill, and capacity. Its purpose is fun, release and self-expression as well as skill. Family activities, things that can be done indoors and outdoors the year-round, that are adaptable to all kinds of conditions and situations, are important in the recreation program. This is not discounting the place of big events, especially community-wide programs and projects.

People are making or listening to music every day, whether or not they have come under the tutelage of the music educator. If the music educator wants to influence tastes and habits of the people in their music, he will find ways of meeting them where they are and starting from there.

If he has rather broad interests himself—has hobbies, likes sports, takes an active interest in general community affairs, is not thought of too much as a specialist, particularly as an ivory tower specialist—his influence will be stronger with his students and townspeople.

Washington's First Hobby Show for Elderly People

November of this year will be a big and satisfying time for the oldster craftsmen and craftswomen of Washington, D. C. Sometime during the month, the First Annual Hobby Show for Older Persons, patterned after the oldster hobby exhibits held in New York, Cleveland, Philadelphia and other cities, will make its debut in Washington. The department of recreation of that city, in cooperation with the United Community Services, has appointed a planning committee composed of interested community leaders to work out the details, including the date and place, for this long-needed event.

Any person sixty years of age or over who has developed any sort of skill or interest through the years is invited to participate in this hobby show and to share his work with others. Because Washington has such a large quota of persons retired from work and family responsibility, the recreation department feels that the show can emphasize to them the creative potentialities of this period of their lives.

Other agencies and organizations assisting in this project are: the D. C. Federation of Clubs, Federal Security Agency, Federation of Churches, D. C. Public Library, Board of Public Welfare, Interdepartmental Conference on Counseling.

R. O. Schlenter

Working Board Members

"IN ANY CITY, *town, township, borough, village or other municipality of the State, the Mayor, Chairman, President or other chief executive officer of such municipality may, in his discretion, appoint not less than three nor more than five fit and suitable persons, citizens and residents of such municipality, as Commissioners of Recreation.*" (New Jersey Laws of 1912, Chapter 267)

In carrying out the above law, the Board of Recreation Commissioners in the city of Plainfield has gone a step beyond it and has set up a local version wherein the board and recreation staff work together as a team. The board members are appointed by the mayor and confirmed by the council for a term of five years. Promptly upon taking office, each member is given a notebook with his name and address on it. This is large enough to hold letter-sized paper. The book remains in the possession of each commissioner and sees much service before his term expires. Members are required to bring notebooks to all meetings, and to keep them close at hand for ready reference. Each contains plans for the future, and is indexed to include the following classifications of material:

Administration—This section includes a sight map of the city showing all facilities, both public and private, used by the department in its program; a copy of the "State Enabling Act, Laws of New Jersey"; a functional chart showing the board staff and the tie-in for the community-wide services; the "Recreation Manual" prepared by the superintendent, describing the normal functions of recreation, its personnel, with a copy of the bylaws under which the board operates.

Planning—This contains plans worked up and ready for submission to the common council, together with portions of a tax title map showing exact locations, assessment of property, owners' names and addresses and, if possible, the purchase price and estimated cost of the total project. Plans for any renovations to facilities fall under this index.

Playgrounds—Under this classification, everything pertaining to playground operation is catalogued—such as number of playgrounds, hours of operation, subject matter for institutes, rules and regulations governing playgrounds and personnel, plus the entire program on a daily and seasonal basis.

Activities—As constituted, the program of activities, as carried on successfully, is retained and, as time and personnel permit, new ones are added at the recommendation of the staff at a regular meeting. The program in progress is set up on a weekly schedule and mimeographed. Each member is given a copy. This is done twice yearly for fall and winter, and spring and summer.

Minutes—All minutes of regular and special meetings are mimeographed the day following meetings. Each member is mailed individual copies to be placed in his notebook. Also, two members of the common council, assigned as liaison to the commission, each receive a copy. Copies of the superintendent's monthly report of activities conducted is also sent to the mayor and to all the members of the common council. This report is a true account of activities in progress or completed, telling the story of the city-wide program and highlights of the past month's activities. No attempts are made to cover any unsuccessful activities so that a true report will be presented to the board for its consideration.

Author is superintendent of recreation, Plainfield.

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Finance—The financial chapter of the notebook consists of the entire budget, both proposed and revised. A monthly account of items, under their proper classification, is rendered and falls under four headings: budget item appropriations, monthly expenditures, accumulative and balance. This method affords members a sight-glance at each appropriation. Budget items consist of regular salaries, irregular salaries (playground and center workers, and so on), office expenses, motor equipment, playgrounds, playground equipment, field operations and miscellaneous expenses. Subtotals follow with salaries and other expenses.

The second page of the monthly financial report indicates all vouchers itemized and placed under their proper budget classification numbers. The Trust and Dedicated Funds make up the third page of the financial report. Dedicated funds are all moneys collected by the commission through any activity sponsored by it. All disbursements of dedicated funds are made by the city treasurer on sworn bills approved by the commission. These funds are deposited with the city treasurer.

Trust funds are moneys paid into the recreation commission by an organized group of individuals to carry on a particular activity. All disbursements of trust funds are made by the treasurer of the commission on detailed vouchers in accordance with established rules, or by written authority of the group sponsoring the activity. Thus, entry fees for baseball, basketball, softball, golf leagues and art festival moneys would be placed under trust funds, while teen-age centers, movies, square dances, receipts from basketball games or other athletic activities—where a charge is made—would be placed under dedicated funds.

Personnel—Consists of a detailed salary report recommended by the commission to the common council after surveys are made of other communities, application blanks, and the determining of salaries and wages for those employed, other than the year-round staff.

General—Material under this heading includes reports, rumors heard about the city regarding recreation in general, visits made to other cities, personal notes on material for speeches, newspaper or magazine article clippings, gripes of citizens, reports of visits to local facilities, and other matters concerning recreation that would be of interest to the board and staff.

The Plainfield board and staff act as a team. New projects are worked out by the superintendent and staff—the staff working on details, and the board evaluating and submitting them to the common council. Any situation arising between meetings is discussed by the superintendent and president. If immediate action is necessary, either a special meeting is called or the subject is submitted to the proper committee chairman.

Committees—There are three committees—planning, personnel and activities. All other matters are acted upon as a whole by all members. We find that this policy keeps the members informed of all phases of recreation from the state level to the local rules and regulations of our various leagues. It gives them a better understanding of the problems and makes for an alert member. We find that the notebooks aid our members greatly and create a greater interest not only for old activities, but also for new ones suggested. By the adoption of bylaws and the appointing of the three committees, the board is well-aware of its responsibilities. The bylaws call for a change of officers each year.

Interest does not flag at our meetings. We have proof positive that board members will listen to and discuss various phases of the program into the late hours of the night. We are convinced that *an informed member* is a *good member.*

Wear the Red Feather!

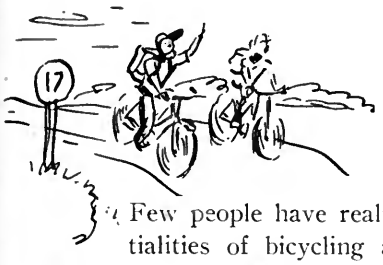
October is traditionally RED FEATHER month. Again, this year, more than 15,000 vital community agencies serving young and old will put their faith in the cooperative way—*your* way—of raising funds for local health, welfare and recreation services. As usual, each community will set its own Red Feather goal, budget its own funds and decide on a program of action.

One suggestion for your 1950 local Red Feather campaign—from Community Chests and Councils of America—is that of tying-in with local sports events for *publicity purposes.*

Form a committee composed of your newspaper sports editors, radio sportscasters, school officials and others likely to participate. This committee should take advantage of the regularly-scheduled sports events in the community prior to, and during, the campaign; in addition it should be responsible for the planning and promoting of special sports events wherein the Chest and Red Feather services can be publicized. Check off late summer and fall sports events to see where this tie-in can be made.

Frank W. Harris

Bicycling and Hosteling as a Program Activity



Few people have realized the full potentialities of bicycling and hosteling as a program activity. Many approach biking solely from the viewpoint of physical exercise, a health activity, good for the body. This, undoubtedly, is true, but we have long since moved beyond this point in our utilization of activities. The activity is no longer an end in itself, but a contributing factor to the development of each individual taking part. It must contribute to his physical, mental and emotional growth. The mere acquisition of a skill becomes incidental to the possibilities of social relationships, adjustments, maturing and broadening that are part and parcel of program activities conducted under trained and understanding leadership.

What does a bicycling and hosteling program offer? Let me cite two examples. Prior to World War II, working with a small group of teen-age boys at Christadora House, a settlement on the lower east side of New York, we interested the group in hosteling. This club invited another small group of boys from the house to take part, bringing the total membership to fifteen. Together, they went on several experimental week-end trips during the spring and summer. As the leader of this group, I was able to watch the members change from a grumbling, work-evading, lazy, and anti-hostel-rules group of boys into a cooperative club, imbued with an enthusiasm for this new and economical activity that had opened for them hitherto nonexistent horizons.

Within a few months, they had expanded to include over 110 boys and girls, ranging in age from thirteen to twenty-five. During the following year-and-a-half, this hosteling group made over thirty-six week-end trips, numerous one-week jaunts on their own, and had participated in five work projects varying in length from three days to three weeks. They earned an enviable reputation at hostels—particularly at the Rocky Point hostel on Long Island, where one of their work projects, a stone fireplace, received considerable publicity in a local paper.

The boys brought back a great deal to enrich the lives of others at the settlement house. Encountering square and folk dancing for the first time at a hostel, they sat about learning more of it and soon had a weekly folk dance group, open to all, operating at the settlement. They published a monthly hostel news, held weekly planning meetings—where they learned much about leadership and democracy—and conducted a bimonthly campfire program for younger members in the Scout room of the house.

The important point to note here is not just the actual broadening of the group's participation in entirely new activities; what must be given

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Mr. Harris' resignation as director of Five Towns Youth Recreation Commission is effective on September 30, 1950. *He assumes the position of executive director of the Metropolitan New York Council of American Youth Hostels on the first of October.*

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The group participated in entirely new activities, developing a sense of self-confidence, security, achievement.

equal stress is the individual growth of many of the club members. They developed a sense of confidence, security, achievement, and an increased ability to form social relationships not only with their contemporaries, but also with adults. Through constant contacts on trips with new groups and different people, their poise and maturity were enhanced; they developed an understanding and appreciation of similarities and differences. Lastly, their social consciousness was aroused to the extent of creating a burning desire in many to make this opportunity available to all young people on the East Side.

The new activities to which they were introduced included hiking, biking, swimming, camping, cooking, construction, singing, folk and square dancing, journalism, menu planning, budgeting and group leadership.

In my second example, starting with the same premise—namely, that a biking and hosteling program offers abundant opportunity for individual and group development if the individuals in a group are ready for and are interested in trying such a program—it was somewhat of a surprise to discover the completely new and different direction which this group took. One year ago, we formed a biking group in the Five Towns, Long Island. This group was interested in one-day bike trips. Since one of the purposes of the Five Towns Youth Recreation Commission is to sponsor community-wide activities, bringing together young people of all backgrounds, it was hoped that the biking group would interest a mixed group racially, religiously and economically. In the spring of 1949, about sixteen young people, twelve to sixteen years of age, took part in these one-day trips planned for Saturdays and school holidays. Most of these trips averaged thirty miles. The group grew slowly, making trips in the summer and fall until cold weather called a halt. At about this time, the recreation commission received a donation of a bicycle trailer, making it possible to transport the group and the bicycles farther out on the island, avoiding much of the suburban traffic usually encountered. By winter, there were twenty very active members with a total of thirty-six participating.

Then things began to happen. When it was suggested that the group disband temporarily for the winter, members took the reins in their own hands and constituted themselves as the Five Towns Biking Club, elected officers, and planned a program of skating parties. In addition, members spent a number of afternoons repairing and putting into shape old bicycles contributed by residents of the community; so that by spring, there were four bikes available for loan to children who didn't have one of their own. It is important to note that this group, contrary to the group in the first illustration, did not know each other prior to coming together. Group feeling and ties of friendship developed through this common interest and crossed lines of religious, racial and economic differences.

Another important development came about through our concern for the carelessness of motorists. It became obvious, on the many trips, that motorists were largely ignorant of the rights of the biker. They learned, too, that most children consistently violate the rules of sound bicycling. The group itself had developed a terrific sense of pride in obeying traffic regulations, in riding single

file, not stunting, and so forth. Out of this concern, and in cooperation with aroused PTA's in the communities' two school districts, as well as the systems themselves, a bicycle safety campaign was planned.

Utilizing material furnished by the Bicycle Institute of America and the AAA, the following program was launched last spring:

1. PUBLICITY—a full scale publicity campaign, including proclamation of Bicycle Safety Week by village mayors, a radio sketch delivered over the local station with biking club members taking roles, poster displays in schools and local shops, and a number of articles in local newspapers.

2. SPEAKERS BUREAU—the formation of a speakers bureau composed of the young members of the club who spoke to adult organizations, such as the PTA's, Kiwanis, and so on, about "The Responsibility of the Motorist" as they saw it.

3. BICYCLE INSTRUCTION PROGRAM—an instruction program for elementary school children making use of written as well as active biking tests. The tests put the children through their paces on specially marked-out areas, and included a preliminary inspection of the bicycle before a child could qualify to take the biking tests. In the conduct of these tests, the recreation commission had the assistance of field work students from nearby colleges, and many high school age members of the biking club aided as assistant instructors. The children who passed the tests were awarded membership cards in the Bicycle Safety League of America and colorful decals attesting to this fact. These were furnished by the Bicycle Institute of America. In addition, the three highest scorers in each of the school districts received a special award, donated by local merchants.

Over 200 children enrolled in this instruction program, and eighty passed all three phases of the test. In addition to making the children more conscious of bicycle safety and providing them with a motivation for observing bicycle rules, a large number became interested in the day trip programs of our commission, so that plans are under way to form a junior group of nine-to-twelve-year-olds.

Although this second group developed along different lines from the first, in both, members have engaged in a healthy outdoor activity, formed new social relationships and friendships, broadened their outlook through new experiences, have been given an opportunity to assume responsibilities and leadership, and have functioned in a setting in which all members could find security and a sense of achievement.

As a final note for a leader planning such a program, I would emphasize the importance of being flexible, ready to accept suggestions, of allowing group need and interest to determine the direction of the program rather than entering it with preconceived and fixed notions. Particularly, the leader should be prepared to help the group accept individual and group responsibility to the limit of the members' interests and capabilities.

Bicycle Institute of America

THE PROBLEM of assuring greater maximum safety for the nation's more than eighteen million bicycle riders is one of the main challenges being met by the Bicycle Institute of America. Leading a sustained national safety drive for many years, this organization distributes millions of booklets and posters with safety rules for bicyclists, and other literature that can be used for disseminating safety information to the public in a manner that will obtain real results. All of its material is carefully prepared—with emphasis on appearance and readability as well as on rules and regulations, facts and suggestions. The Institute's publications cover a wide variety of bicycling problems, such as: "Bicycle Ordinance, Registration and Licensing"; "Be Sure Your Bike is Ready to Go"; "Bike Safety Aids"; "The A-B-C of Safe Bicycle Riding"; "Bicycle Safety Tests"; "Bicycling Facilities (for different locations)"; and "Hints on Safety for Young Riders."

In addition, its special "Bicycle Safety Kit" is crammed full of ideas for press releases, radio scripts, safety stories, newspaper mats, speeches and other helpful material.

Not long ago, the Bicycle Institute of America engaged a group of expert cyclists to assist the producers of "Bicycling Safely Today" in creating a film that would help those individuals and groups concerned with increasing safe riding practices in their communities. This film is ready for immediate distribution. Two other films—"On Two Wheels," and "Bicycling with Complete Safety"—produced many years ago, are also available.

For further information, write to the Bicycle Institute of America, 122 East Forty-second Street, New York 17, New York.

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E. P. Romilly

In-Service Training for Park Employees

Good suggestions which are equally applicable to in-service training for recreation workers.

IN-SERVICE TRAINING SCHOOLS have been in operation in many of the large park organizations for years. The National Park Service and the United States Forest Service have conducted schools for the personnel of their various divisions or departments for some time. The Chicago Park District has interesting, invaluable schools for landscape gardeners, horticulturists, recreation personnel, police and others. The Milwaukee County Park System has inaugurated in-service schools for its employees, planned and conducted by the employees, which have paid in efficiency and effectiveness of operation. Our Midwest Institute of Park Executives has, for many years, conducted a winter school open to all park employees in the Chicago region. In-service training schools long have been a part of the winter program of the Forest Preserve District of Cook County, and have been most effective. Some are devoted to policies and methods for employees; some are specialized sessions attended by rangers, foresters or caretakers—and all have convinced us that they fill a vital need in our operations. Aside from the professional or specialized instruction given, there is a welding of the personnel, an uncovering of unsuspected talents and weaknesses, a solving of perplexing problems, and a notable gain in efficiency and esprit de corps.

Mr. Romilly is superintendent of maintenance for the Forest Preserve District, River Forest, Illinois.

I. IN-SERVICE TRAINING FOR ALL EMPLOYEES

In-service training for all employees is necessary in order to achieve an effective relationship between administration and the employee, between employee and the public he serves, and among employees themselves. Mere rules and regulations governing contacts and operations are not enough. Employees function best when they are made to feel that they are an active part of any program or project, when they understand the basic reasons for and objectives of such program or projects, and when they have a sense of positive direction.

In-service training programs for employees in the lower brackets—those who must meet and handle the public—may simply cover fundamentals and be devoted more to techniques. Such training may be accomplished by supervisors during the normal course of operations; but supervisors often fail to realize their obligation—either through neglect or because of their own lack of training—to undertake specific training of the men under them. Therefore, it becomes necessary to organize and carry out a formal program for both supervisor and employee. Supervisors and those they supervise should not, as a rule, be required to sit in the same class.

A paper originally presented at an annual Great Lakes Park Training Institute.

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II. A WIDE VARIETY OF SUBJECTS

1. *Administrative and Personnel Setup*

Each employee should have a knowledge of the relationship of his job to the other members of his department and to his fellow employees in the entire organization. He should know the internal relationship between all departments and divisions and how, through mutual aid and assistance, working together, they can achieve effective and efficient organization.

2. *Policies, Regulations and Ordinances*

Every employee should have a basic knowledge of these things; be imbued with the feeling that he is not just working for some supervisor, but has an active part in the life and growth of the park system.

3. *Historical, Geographical and Geological Knowledge of the District*

Such knowledge often stimulates in the employee a deeper interest in his job, as well as helping him to be well-informed in his contacts with the visiting public.

4. *Public Relations*

These two words cover a tremendously large field in park and municipal work, and are subject to many and varied definitions. Public relations in public service consists of the contacts, attitudes, impressions and opinions that establish the relationship between the department or district, its employees and the public. It is at once a most important phase of administration and usually the most neglected.

Every servant of the public, whose duties require him to deal personally with people, is engaged in public relations work. It is the impression which these public employees leave that raises or lowers the esteem in which the park district is held in the minds of its visitors. Good public relations is the one activity which costs nothing and yet pays the biggest dividends in good will.

Training sessions in public relations should give detailed attention to the following:

a. *Important elements in contact with the public*—The interest shown by the employee, the quantity and quality of the information he dispenses, the courtesy he displays and the tone of voice and manner of speech he employs.

b. *Appearance*—This should receive considerable attention and include not only personal cleanliness, grooming, deportment, bearing and general habits, but also the condition of the grounds, buildings or facilities under the employee's direct care, or his operation, use and care of equipment to which he has been assigned.

c. *Complaints*—By all means, there should be a session on complaint procedure, which should include methods of receiving, answering and handling, as well as an analysis of the cause of, complaints and ways and means of reducing them.

d. *Use of telephone*—Sooner or later, all employees have direct public contact by telephone. Such contacts should be pleasant, friendly, cordial, cheerful and helpful. An alert, interested and pleasant voice conveys a good impression and builds good will.

e. *Human relations*—Another very important phase of public relations deals with relationship to minority groups. This problem has been given very careful consideration both by the Chicago Park District and the Forest Preserve District of Cook County. The Chicago Park District has not only developed a program of training for personnel, but has also prepared and printed a manual entitled "The Police and Minority Groups." The preface of this manual says, in part: "The problem of the relations between various racial and nationality groups is one of major urgency throughout the world. The problem is especially critical in democratic countries. In a democracy like our own, the public agencies must be constantly alert to their responsibility in maintaining equal services for all groups at all times. . . ."

These statements are equally true for the 37,500 acres that make up the Forest Preserve District, with its swimming pools, golf courses, trails, picnic areas, day camps and other facilities all administered and operated on a basis of absolute equality, with no distinction as to race, creed or color.

For the past three years, the Forest Preserve District has operated in-service training schools for its rangers, in which the subject of minority groups has received serious and practical consideration. Not only have our men received training from qualified police authorities and leaders of minority groups, they have also been instructed in how to anticipate and prevent misunderstandings or troubles that might arise from mixed groups.

5. *Morale*

The morale of an employee directly affects the quality of all public contacts and services. At least one training session should be devoted to a discussion of all the factors which contribute to bad morale. This meeting could be called a "gripe" session, with employees encouraged to speak frankly and freely. All matters pertaining to policy, regulations, wages, working hours and so forth, should be referred to administrative heads. The ordinary "gripes" pertaining to job operations, misunderstandings, likes and dislikes should be carefully and intelligently handled by the supervising instructor.

6. *Flora and Fauna of the Park District*

Every employee should have a broad basic knowledge of the plant life, wildlife, birds, fish, mammals, reptiles and insects which are a part of the district. Not only will such knowledge stimulate a deeper interest in his job, but it will enable him to answer intelligently the numerous questions of the visiting public. To them he is Mr. Park District.

7. *Care of Facilities, Tools and Equipment*

One or more sessions might well be devoted to the proper care and protection of all buildings, swimming pools and other structures, golf courses, ball diamonds, recreational and picnic areas. Maintenance is a number one problem for all of us. Many facilities need yearly maintenance and repair; others require special preparation for seasonal use; others need controlled operations and care during extensive public use; all require proper closing and housing at the end of a season. In order that all needs may be carefully and efficiently carried out, detailed plans, methods of procedure and operation should be outlined and discussed. A system of reports and records might be formulated to insure periodic inspection and attention.

A short session on the care and use of hand tools should be included in the training program; also, on the operation, care and maintenance of various park equipment. All employees who are required to operate equipment should possess sufficient understanding of its design, operation and limitations in order to be able to tell when it is being used or abused.

8. *Construction and Maintenance Policies*

The employee should be given a knowledge of the park district policy as to design, construction and maintenance. Untrained men are prone to create and build things without definite thought or plan and without due respect for location or established policy.

Under such sessions, the following topics are suggested for instruction:

a. How to read a blueprint.
b. Simple carpentry practices.
c. Brick and stone masonry.
d. Lumber, timbers, plywoods, and so on.
e. Paints, selection and use—other wood preservatives.
f. Roads and parking spaces, construction and materials.
g. Good housekeeping and cleanup.

9. *Safety, Health and Accident Prevention*

Every district should have a well-developed training program in safety, health and accident prevention. This should encourage as many employees as possible to study first aid under qualified instructors. Proper training should be given in the prevention of the following types of accidents:

a. Accidents which could be prevented by good housekeeping on the job, both in the field and shop.
b. Accidents caused by failure to correct unsafe careless practices and procedures, generally accepted as hazardous.
c. Accidents which result from a failure to correct mechanical or material defects or to see that equipment and tools are in shape for safe use.
d. Accidents which could be prevented by the use of safety appliances, such as goggles, masks, belts or lines, and so forth.
e. Accidents caused by a lack of direct and constant supervision.
f. Accidents which result from careless or reckless driving and disregard of traffic signs and regulations.

All employees should be instructed in the proper reporting of all accidents and the need for first aid even for a small cut or scratch. They should be instructed in the simple rules of health, such as eating the right food, getting enough sleep, care of colds, and so on. As employees grow older, they should be instructed to report the development of such physical conditions as a bad heart, hernia, high blood pressure, all of which affect an employee's health and his ability to perform heavy or strenuous work.

III. ALL EMPLOYEES SHOULD PARTICIPATE IN A COMPLETE PROGRAM

All employees should be brought into the training program, either as students or instructors. Whether classes are held departmentally or district-wide will depend upon the size and pattern of the organization. Classes that cut across departmental lines are economical, help encourage a community of interest, and de-emphasize interdepartment rivalries. Class sessions should be fairly brief, but frequent. Training should be conducted during working hours. When classes are held at other times, employees should be given compensatory time off.

IV. TRAINING OFFICER SHOULD BE DESIGNATED

A training officer should be designated and assigned the responsibility of organizing the program. In small park districts, a superintendent should do this as part of his regular duties. In larger units, the task may be delegated to an official directly responsible to the chief administrative officer. Instructors should be recruited from the local staff for all general training. For specialized subjects, it may be desirable to enlist outside help.

V. CHOICE OF TRAINING METHODS

1. Lectures are most practical for informational courses. Liberal use of movies, slides, charts, diagrams and other visual aids will increase the effectiveness of the presentation.

2. Conferences or discussion sessions may be carried on under the direction of a training leader. Participants should be encouraged to regard these as *their* meetings and to voice opinions, make suggestions. Conferences are particularly suited to matters in which a variance of opinion may exist,

A park employee instructing small fry in fundamentals of life-saving at Cumberland State Park, Tennessee.

and in which cooperation may be essential.

3. Supervised, on-the-job practice may be the most feasible method for small units. Training can be accomplished during the regular course of duties or in informal sessions during which the supervisor sets up typical problems and coaches the employee on the proper way to solve them.

4. Field trips often are advisable so that the employee may have direct contact with the subject matter of the course in its actual surroundings, or to give opportunity for definite practice. Such trips can acquaint an employee with operations in another part of a large park district which, otherwise, he may never see.

In general, lectures should be held down to a minimum in order not to make the session tiresome or boring. Conferences, supervised practice and field trips may prove the most valuable. All should include a certain amount of free discussion. Written materials should be used to supplement oral instruction. Lectures and discussions can be summarized and made available in manual form. These may also contain data and procedures on organization, history, activities, statistics of operation, and brief facts on classifications, pay rates, hours of work, vacations, and so forth.

VI. TRAINING FOR SUPERVISORS

In-service training for supervisors should follow more or less in detail the training for employees in the lower brackets, except that each subject should be more fully covered.

Not only must the supervisor be fully informed on all phases of organization, history, operations, personnel, procedure, public relations, maintenance, and upkeep of all park facilities and equipment, he should also have an extensive training in, and an appreciation of, the following subjects:

1. *Leadership*

The man who has the knowledge of leading others can write his own ticket. We have to learn to handle people the hard way—through daily experience. A definition may be taken from the words of H. Gordon Selfridge, the famous London merchant, who gave his staff the following list contrasting bosses and leaders:

The Boss	*The Leader*
Drives his men.	Coaches his men.
Counts on authority.	Gets their good will.
Keeps them guessing, fearful.	Arouses their enthusiasm.
Talks about "I".	Makes it "We".
Says "Get here on time."	Gets there ahead of time.
Finds blame for breakdown.	Fixes the breakdown.
Knows how it is done.	Shows how it is done.
Makes work a drudgery.	Makes work a game.
Says "Go!"	Says "Let's go!"

2. *How to Live with and Get Along with People*

A friendly person usually gets along with people. He conceals his likes and dislikes. He is all business—but he makes friendliness a big part of it.

Supervisors should learn never to show by word or deed their like or dislike of any employee. All should be treated fairly and honestly.

To be fair to the other fellow, a good supervisor should learn to analyze himself and, in doing so, he will become acquainted with a man (himself) whom he thought he knew, but didn't know at all. In discovering his own weaknesses, the supervisor begins to see and learn the weaknesses of others. He begins to learn how to get along with people.

3. *How to Plan and Organize the Day's Work*

No one would think of starting on a trip without first deciding where to go, when to start, by what route to travel, where to stop enroute, and when to expect arrival at the final destination. One would not go on a fishing trip without first checking the tackle box for all needed lures, rods and reels for proper condition and making quite sure that all supplies and equipment were available.

This is exactly the same procedure a supervisor should apply to the daily plans which guide and control his actions. The methods of guidance and control should be flexible, of course, but they should be close enough to provide not only for day-to-day routine of work, but also for those emergencies which arise from time-to-time.

Just what is proper planning? Let us sum it up as follows:

a. The supervisor schedules his time.
b. He makes sure that each employee has a definite job to perform.
c. He makes sure that all tools and equipment are in good condition and ready for use.
d. He checks to be sure an adequate supply of all needed materials are available.
e. He provides for emergencies by knowing whom and what to shift in a hurry.
f. He trains all employees in such a way that they can quickly take the place of other employees.
g. He does his own thinking and planning—does not wait for others to do them for him.

4. *An Appreciation of the Problems of the "Chief"*

A good supervisor should learn to realize the problems of the general superintendent or operating head, and should be ever watchful of any acts, conversations or deeds—disregard for regulations, ordinances or rules—that might be harmful to the executive's or park district's interests.

In cooperating with his operating head, the supervisor should keep him informed at all times of matters pertaining to work under his direction. His reports, either direct or through a departmental head, should be brief, but clear and accurate. They should be on time. They should be transmitted always through proper channels. At times, the supervisor should make it his duty to go outside the line of routine reports to inform his superior of other things of importance which he should know.

5. *Knowledge and Ability to Utilize All Funds, Equipment and Manpower Efficiently*

Although parks are operated for service and not for profit, nevertheless, they are business enterprises and should be operated along good business lines and practices. A good park supervisor must learn to utilize available funds, equipment, materials and manpower efficiently and to the fullest advantage. He must know how to obtain full service value for every dollar he has to spend.

Unfortunately, so many times park funds are sharply limited; budgets are cut; necessary materials and manpower are not available; carefully prepared plans must be forgotten or severely changed; hopes and aspirations must go into discard—but maximum service must be maintained. These are the times and conditions which test the ingenuity, heart and training of every good park supervisor, and force him to utilize what he has, to the best of his ability, in public service.

6. *Keeping Abreast of the Times*

A good supervisor must be constantly acquiring knowledge of current changes in design, new methods of construction and maintenance, new equipment and materials. He should subscribe to several technical and trade magazines and should religiously and carefully read them. He should develop, and keep up-to-date, files on paints, plastics, wood preservatives, equipment, and so forth.

VII. ADDITIONAL MEDIUM OF TRAINING

An additional medium of training for all park men in the higher brackets may be found in attendance at the yearly schools and conventions on various phases of park and recreation work, which are held locally and nationally.

These sessions develop a comradeship of thought and effort, bring about a closer personal relationship, render valuable assistance in the solving of problems, afford discussion periods for the exchange of thoughts and opinion, develop a deeper interest in, and appreciation of, park work and, quite frequently, make you realize that the grass still may be greener in your own backyard.

Years of work with the Forest Preserve District have made me realize that a good employee must love his job. He must be honest with himself and with the district for which he works. He must believe in God, love nature, know and appreciate people—for it is only through this trinity that he truly becomes a PARK man.

CHANGE OF ADDRESS: Send your new address at least 30 days before the date of the issue with which it is to take effect. Address: RECREATION Magazine, Circulation Department, 315 Fourth Avenue, New York 10, New York. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

An Organized Halloween Celebration

YOUNGSTERS didn't have to go begging for fun on Halloween night in Milwaukee last year—because this was the first time that Halloween parties were publicly sponsored. The City Council appropriated $10,000 and the County Board of Supervisors appropriated $10,000. The total amount was placed in the hands of the Milwaukee Fourth of July Commission, appointed by the mayor. This was a wise choice, as this commission has had years of experience in conducting city and county-wide programs on the Fourth of July. In this instance, the commission promptly requested the cooperation of the Department of Municipal Recreation in conducting Halloween programs in social centers, and plans were under way.

The entire city-county program entailed a great deal of organization. Other groups participating were the American Legion, Veterans of Foreign Wars, Junior Chamber of Commerce, Parent-Teacher Associations, Common Council, County Board of Supervisors, Fourth of July Park Association, and the recreation departments of Whitefish Bay, West Allis, South Milwaukee, Cudahy, Wauwatosa and West Milwaukee.

In addition to the forty social center and playground parties sponsored by the Department of Municipal Recreation, there were sixty-six other parties at district schools, town halls, suburban playgrounds, athletic fields, suburban high schools and parochial schools—all sponsored by the commission. One hundred thousand favors, 100,000 boxes of crackerjacks, 100,000 candy bars, 4,500 costume award prizes, 800 cases of soft drink, movies, publicity flyers, personnel, decorations, dance music and tickets were supplied.

The programs conducted by the Department of Municipal Recreation were set up according to three types to handle grade school children and high school boys and girls in three classifications of social centers—part-time, full-time and high school centers.

At part-time social centers, where no full-time recreation worker was available, the program was standardized throughout the city. At these parties, which were held for boys and girls of grade school age, personnel—as lined up by the Department of Municipal Recreation—included the following:

(1) Principal of school to serve as director; if not available, social center director of that building to serve.

(2) Teachers of the day school or regular social center workers if possible.

(3) Paid personnel to be provided by the recreation department if teachers or regular social center workers are not available.

A shipment of Halloween soap arrives at an orphanage in Freising, Germany—a gift from Milwaukee children.

From a report of the Milwaukee Department of Municipal Recreation.

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Paid Personnel

(a) Director $6.00
(b) Doorman $3.00
(c) Movie Operator $3.00
(d) Song Leader $3.00
(e) Accompanist $3.00
(f) Engineer-Janitor $6.00

The director filed a special report with the recreation department office, listing the names and addresses of all paid personnel and the amount each was to be paid according to the schedule and also the total attendance at the Halloween party. Paid personnel for the Halloween program were *not* to be placed on the social center payroll.

(4) Volunteer help to be secured by the director, if possible, from the PTA, American Legion Posts or Fourth of July Commission.

(a) Hall Guards 6
(b) Judges 4
(To judge, distribute prizes, favors and refreshments)

The director of program and personnel was responsible for the assignment of duties to personnel, and for general organization and supervision of the program. The movie operator, song leader and accompanist aided the director in conducting and supervising the program during the evening. All personnel were requested to report to the director at 6:30 p. m. for instructions.

These parties were held in an assembly room or gymnasium, at eighteen different locations. Publicity flyers were distributed in every school. Admission to the program was free, but by ticket only, according to the seating capacity of the facility. Tickets were delivered to each school by the Fourth of July Commission. Parents were notified that they might call for their children at nine p. m. In many cases, volunteer personnel were stationed on street corners adjacent to schools at the close of the program to see that the children moved along to their homes as quickly as possible. The recreation department asked the police department for assistance at each location. It was also suggested that neighbors in the vicinities of the schools light their porch lights at that time.

The parties opened with favors, consisting of paper hats distributed at the door; activities began with a parade of the children and the awarding of prizes for costumes. This was, in most instances, followed by movies, singing, stage shows and refreshments.

The full-time social centers, staffed by full-time recreation personnel, were given a wide latitude in their programs. Each varied according to the type of community and its facilities. Some centers had room activity programs—the children being divided into groups of forty to fifty, and progressively moving from room to room for a variety of activities, such as fortune-telling, ghosts, magic, storytelling, games, singing, movies, square dancing and costume contests. Some centers had progressive game parties and dancing.

The high school parties, conducted at eight high school gymnasiums, presented a dance program for teen-agers which included costume contests, floor shows and novelty dances. In many cases, a bar of soap served as ticket of admission to this entertainment so that enough of the product could be collected for Europe's needy. The idea was well-accepted, too, for party-goers donated some 1,000 cakes for shipment overseas.

Personnel instructions for the high school parties were, as follows:

(1) Use regular Saturday evening social dance personnel and orchestra.

(2) Fourth of July Commission to provide volunteer help from American Legion Posts.

(3) Paid Personnel

(a) Director .....$ 7.00
(b) Doorman .....$ 3.00
(c) Four Chaperones $12.00
(d) Four Wardrobe Helpers.$ 8.00
(e) Engineer-Janitor .....$ 7.50
(f) Orchestra $42.50
(g) Miscellaneous Help ....$ 6.00

(4) Volunteer Personnel

(a) Hall Guards 8

The director of the regular Saturday evening social center dance notified all personnel and the orchestra regarding service for this evening and asked them to report to him at 7:30 p. m. for instructions. He also filed a special report with the recreation department office, listing the names and addresses of all paid personnel, the amount each was paid according to the above schedule and the total attendance at the Halloween party. Paid personnel for the Halloween party were *not* placed on the social center payroll.

Favors were distributed, and two tickets for refreshments were issued to each person entering the dance, which was scheduled for the hours eight to eleven p. m.

The success of the Halloween program was summed up in this letter from the chief of police:

"We have just completed compilation of our Halloween 'mischief' activities requiring police attention and find that the Halloween just passed was the most quiet, orderly, law abiding and yet enjoyable Halloween celebration ever experienced, to our knowledge, in the city of Milwaukee."

Ernest B. Ehrke

Mask-Making is EXCITING

The author touching up two of his masks. Brilliant colors are applied with oil paints. Note sawfish teeth.

If your crafts classes are ready for something different and exciting—if your clay modeling class is searching for action and adventure—if your art class is groping for inspiration—then, Mr. or Mrs. Recreation Director, your patrons are ready for a new thrill in creative recreation. Let them make masks of papier-mache!

This challenging activity really has "everything" to stimulate and to motivate eager participation in crafts at your recreation center. The youngsters will want to make their own masks for Halloween and parties, while adults will create "monstrosities" as decorations for the home. Certainly here is an activity which appeals to all ages, and which permits a realization of the wildest dreams in arts and crafts. All that is needed is a little imagination, a few inexpensive bits of material, and the fun begins.

The production of a mask involves a series of simple operations, in proper step-by-step sequence, utilizing fundamental skills with clay, plaster, paper and paint. Yet, the amazing truth is that anyone can make a mask the first time he tries, even though he never before has handled these materials. *No previous experience is necessary* to do a presentable job, so long as *some* advice is available as to the use of materials and sequence of operations.

Trade secrets? Bosh! We all can make good masks merely by the application of common sense and a few short cuts to success which are listed later in this article. Let's not be scared of this thrilling hobby just because we never tried it before or because we don't know anyone else who has had the courage to tackle it. This, then, is adventure.

Fundamentally, the production of a mask involves four separate operations:

1. Modeling the original design in clay.
2. Producing therefrom a casting or mold in plaster of Paris.
3. Creating a papier-mache "shell" or mask, by applying strips of paper-and-paste to the plaster cast.
4. Painting and finishing the mask.

Note that each step involves different interests. Actually, from the standpoint of a leader or director of activities, the making of papier-mache masks might be termed an application of *multiple-motivation*, since your potential patron may be stimulated or motivated by any one of a number of skills or interests: design, sculpturing, modeling in clay, working with plaster, actually producing the shell or mask in papier-mache, or the final finishing of the mask with decorative painting.

In discussing each of these four operations in

Mr. Ehrke, now director, Harbor District of Los Angeles Department of Recreation and Parks, has been in public recreation for twenty-two years.

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practical detail, let's list the ABC's of mask-making with a few hints as to the choice of materials and how best to use them. Let's assume that you have chosen a design representing an Indian ceremonial mask, a picture of which you have clipped from a magazine. What next?

Operation One—Modeling the Face in Clay

1. Choose dry powdered modeling clay, since this can be used over and over again by many patrons, or for many masks.

2. Conserve the quantity of clay used by first tying together a crumpled mass of newspaper or by stuffing a lot of paper into a tough paper bag. This is used as a core, or wad-like filler, for the center of the future model. Then cut the clay into strips about an inch or two in thickness, lay these strips over the paper core, completely covering it, and you are ready to model the face—using a minimum of material, instead of having a solid head of clay.

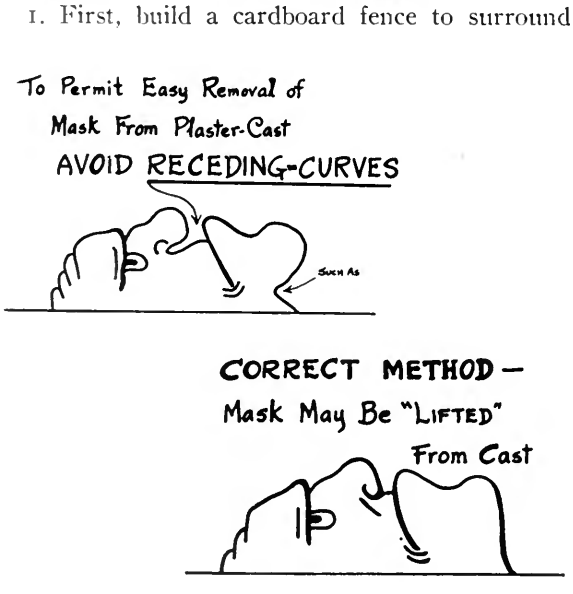
3. Keep the clay covered with wet or damp cloths when it is not being worked. This permits the retention of the plastic consistency until the modeling is completed.

4. Avoid undercuts or recessed concavities that may prevent your future mask from being lifted clear. In other words, avoid "caverns" and reverse curves on the surface of your model that may hinder the removal of a shell. (See operations two and three.)

5. Remember to take your time and do not hurry the modeling. Show details, wrinkles and expressions exaggerated exactly as you wish to have them for the future shell or mask of operation number three, since, as this model is shaped, so will be the shape of the finished product.

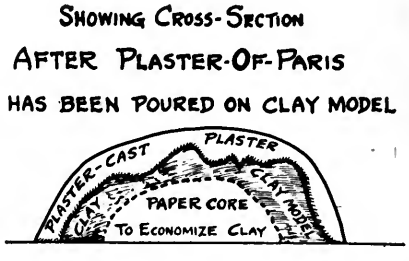
Operation Two—Producing a Mold or Plaster Cast

1. First, build a cardboard fence to surround the clay model. To do this, take some old cardboard posters, cut them in half lengthwise, staple the pieces together end to end so that the resultant cardboard can be bent to encircle the clay model, with free space (for plaster) of about two inches all around, at the table level. In other words, if your model were circular, for example, with a diameter of eight inches, your cardboard wall would have a diameter of about twelve inches, thus allowing two inches free space where the plaster is to be poured later. Personally, I also taper the top of my cardboard fence inward, to conserve plaster.



2. Lubricate or grease the surface of the clay model with liquid vaseline, if the surface is quite dry. This will prevent the clay from adhering to the plaster. However, it is best to have the clay moist or damp and plastic, in which case no lubrication is needed.

3. Mix the plaster of Paris with water and stir by hand, using a stick or large spoon or ladle. Warning! Do not try using an electric mixer since this may result in a very rapid setting of the plaster while it is being mixed, and you will find yourself with a dishpan full of plaster that is as hard as a rock!



Stir evenly, until lumps are eliminated and the plaster resembles heavy cream. Pour onto the clay model, with the cardboard fence in position. When the surface of the model is covered to a depth of one inch or so, allow the plaster to "set" (this may take an hour), and remove the clay model. This clay may be used over and over again, merely by keeping it moist or by wetting it after its removal from the plaster cast.

If you wish to have the plaster set faster, add salt to the original mixture of plaster and water; if you wish it to set more slowly, add glue.

4. Mix a little plaster of Paris in a small cup and "touch up" or fill any pockets or air holes on the surface of the plaster casting. These holes are usually very small, but represent defects where the plaster failed to effect a smooth finish.

5. Now apply three coats of white shellac to the surface. The result will be a smooth, slick mold, ready for operation three. (Note: this mold or plaster cast may be used repeatedly to produce

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hundreds of identical masks, if desired!)

Operation Three—Production of Papier-Mache Shell

1. Use building paper, called resin-sheathing, obtainable at any building materials store or lumberyard. (This is *not* tarpaper.) Use the twenty-pound style for ordinary work, and the thirty-pound style for very large masks.

2. Tear (do *not* cut) this building paper into several pieces about one-by-four inches, and soak them in water; squeeze out the water as pieces are needed; lay them on a heavy piece of plate glass; and apply thick wallpaper paste to one side of the paper. Use a paintbrush to apply the paste.

3. Lubricate the surface of the plaster cast with a light coat of liquid vaseline, to prevent the papier-mache from adhering to the surface. Or, better still perhaps, use no lubricant whatever, but rather cover the entire surface with "water-soaked-and-squeezed-out" pieces of paper toweling. This acts as a thin separator, preventing the building paper from adhering to the surface and not interfering with the exact shaping of the shell in conformance with the modeled surface.

Cross-Section of Plaster Cast Showing Papier Mache "Shell" Conforming With Molded Face. Thus Any Number Of Masks May Be Made From A Single Cast

4. Now apply pieces of building paper plus wallpaper paste as noted in step two. It is easy to keep track of the number of layers you have applied because the paper is pink on one side and gray on the other. Thus, if your first layer is all pink, make the next layer all gray, so that you can readily observe when the next layer has been completed, until about four layers have been pressed into the plaster cast, by hand. Your fingers can easily force a positive fit of this sticky paper uniformly over the irregularities of the casting. This kind of paper is very pliable and plastic when so applied, and yet, when it dries, the result is a tough shell as hard as a rock but as light as a feather!

5. Some craftsmen add a bit of dextrine to the wallpaper paste to assure a very hard-finished product. Also, the wallpaper paste may be made *extra-sticky* if some wallpaper adhesive is added to the paste. These items are quite cheap and are readily available wherever you requisition the wallpaper paste.

6. All right, now relax and allow four or five days for your mask (the papier-mache shell) to dry before removing it from the plaster cast.

Operation Four—Painting and Finishing the Mask

1. When you have removed the shell-mask from the cast, *and are certain that it is really dry*, you are ready to smooth the rough spots on the face with fine sandpaper. Then apply two coats of white shellac and paint in colors to suit your design. Oil paint adheres readily to a shellacked surface, but if you prefer water colors, it is best to apply a coat of flat white to the shellacked surface before painting—as shellac is quite slick for water colors. My personal preference is oil paint. Incidentally, you may wonder why shellac is recommended as a base for painting. Actually, the shellac surface prevents the paint from being soaked up by the blotter-effect of the papier-mache.

2. If a truly "fancy" surface is desired, resembling the smoothness of human skin, apply two or three coats of Jesso (sometimes sold as Ghesso) to the original papier-mache shell, and *then* sandpaper lightly and apply one or two coats of shellac before painting. This method positively hides all undesirable seams or irregularities, and results in a superb finish. Jesso can readily be mixed by the craftsman, but I prefer to purchase a small jar of this material from an art store. A little goes a long way.

Jesso Formula

In case any reader wishes to make his own Jesso, however, the following brief formula is submitted:

a. Make up a 2 lb. mix composed of ¼ lb. dry plaster of Paris, 1¾ lb. whiting (wall coating or white calcamine).

b. In a tin container, put ½ cup water; add 1 teaspoon linseed oil, plus ¼ teaspoon glycerin and 2 tablespoons glue.

c. Boil "b" items above, and while boiling, stir in some of item "a," until the whole mixture is like putty. Then thin with hot water until it is of brushing consistency, and cool. Now it is ready to use.

3. You can display your individual resourcefulness or originality in putting on the finishing touches. Much can be done with paint. Also, artificial hair may be made up of colored yarn; and, by looping the individual strands through a piece of sock, a wig can be created which may be glued into place. Or, the stones from cheap earrings (purchased in the ten-cent store) may be used as pupils of the eyes. Quite effective is the use of real teeth, such as sawfish or sharks' teeth in masks designed to decorate a den. Perhaps a ring in the nose or a gaudy headdress with real feathers is desired! One is limited only by his imagination—so the finished results can be quite startling.

4. In making a pumpkin head mask for Halloween, some may wish to have a "complete" mask

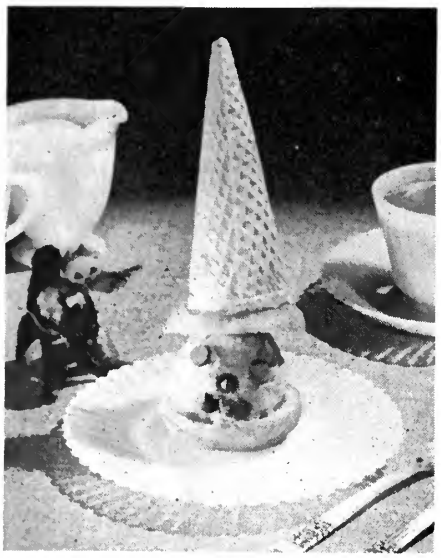
covering *all* of the head, front and back. This is easily accomplished by making the mask in two sections or halves, and securely fastening these halves together, using papier-mache and paste with wallpaper adhesive. The same principle may be applied to masks intended for use in the playground circus or for other special events, such as parades, pageants and so on. The head of a lion, wolf or bear may easily be produced in sections, and assembled so that the seams are invisible.

* * * *

As a professional recreation worker, you will readily recognize the practical value of this activity —practical in its appeal to your crafts patrons, practical in that the cost of materials is negligible and the techniques are quite simple. Also, it is easily apparent that mask-making is rich in rewards; your patrons will thrill at their ability to "do things with their hands."

Here is a group activity which offers a happy experience resulting in pride of accomplishment. A group activity, yes, but one in which self-expression and personality of the individual predominate. This is recreation.

FOR THE HALLOWEEN TABLE . . .



POOR MR. AND MRS. SORCERER! They have to gather herbs, lizards' eyes, crocodile tears and powdered bats' wings to weave a magic spell. No wonder they envy mortals who, with the aid of costumes, makeup and objets de Halloween, can change people into goblins and ghosts, and homes and centers into caverns for these nightmarish characters. Imagine what they would require to transform ordinary refreshments into pumpkins or scarecrows! Yet, all you have to do is—well, the following are examples of how effortlessly you wave your magic wand . . .

Halloween Witches—On each plate, place half a doughnut (split crosswise). Make a head of orange ice, with semi-sweet chocolate bits for the eyes, nose and mouth. Top this with the remaining doughnut half— cut side down—and add an inverted ice cream cone for the final touch.

Halloween Scarecrow—For this attractive party table centerpiece, use a plate with a flat bottom. Place on it plain and sugared doughnuts alternately, eight high, with a stalk of celery making its way through the holes in the doughnuts. Have the end of the celery ragged. Then take another stalk of celery, place it under the seventh doughnut and use two plain and one sugared doughnut for each side of this stalk. Now take a plain doughnut, place it on top of the eighth doughnut, vertically, and top with a sugared doughnut. Use a few round orange gum drops to make the eyebrows, eyes and mouth of your glorified scarecrow, and licorice for the pupils of his eyes. Cut another gum drop in half for his button nose. His "features" are held in place with regular toothpicks.

WINDOWS BLOOM ON *Goblin Night*

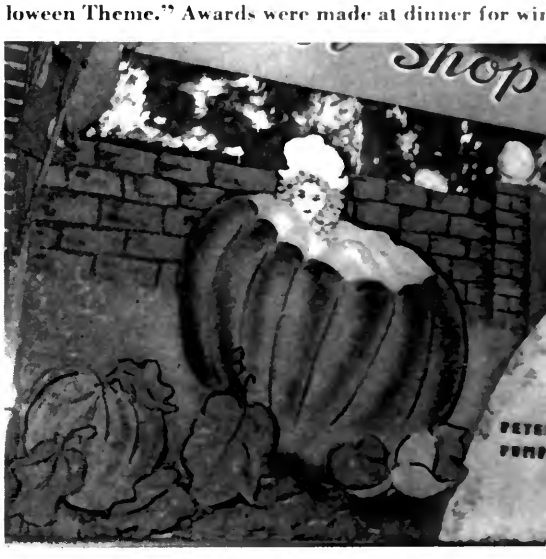
A HALLOWEEN window-painting contest in Scarsdale, New York, was one of many throughout the nation last year. Youngsters, past masters at the surreptitious pastime of smearing windows, turned artist with a will, as well as with the full approval of their elders; while the Scarsdale recreation department and the local chamber of commerce, joint sponsors of the contest, won the hearty commendation of the whole village.

Here, a point system was used in the determining of awards and honorable mentions according to age groups: Group II, six to ten; Group III, eleven to fourteen; Group IV, fifteen to eighteen. Prizes were given for the best Halloween theme, the best art work, and the most comical. With eighty participation and winning points, the Scarsdale High School won the silver loving cup. Also, two parties were sponsored by the schools.

The Scarsdale Inquirer, an enthusiastic participant in the awarding of honors, commented editorially: "So many people cooperated to make the window-painting contest a success that it is difficult to know where to begin and where to end congratulations . . . It is worthy of note that this Halloween set a record for peaceful, nondestructive observance. Let's have more like this one in the future."

The grand prize, awarded to the above, was won by a school student with 481 out of a possible 500 p

Below, second prize winner in Group IV, for "Best loween Theme." Awards were made at dinner for wi



Admirers watched paintings take shape; in some cases, mothers brought dinner and hot cocoa to busy workers.

Artists at work. Many cooperated in project; re tion department and chamber of commerce won pr

Paul C. Sisco

FLICKER BALL

FLICKER BALL is a new passing game played with a regulation football. Capable of training football men in the art of ball-handling, it is also an excellent group game, utilizing simple equipment that can be set up easily in camps, school gyms and on playgrounds.

The game is the brain child of two members of the University of Illinois Physical Education Department—H. E. (Hek) Kenney and Armond Seidler. The idea hit them while they were watching the wonderful ball-handling displayed during a Bear-Cardinal football game. They decided that what was needed to increase the ball-handling efficiency of college and high school players was simply a game that would make them handle a football more often. Flicker ball was the result.

The advantages of the game are multifold. In addition to the obvious fact that it teaches ball-handling, flicker ball can accommodate large groups. Any number of players can be used and the game can be played both indoors and out.

Existing basketball facilities are utilized for the indoor game and any football field is perfect for outdoors. The game does away with dull, routine ball-handling drills; equipment is simple; and flicker ball goals can be set up quickly in gyms, camps or on playgrounds.

Flicker ball was demonstrated last year before the Illinois State High School Football Coaches' Clinic, and between halves of an Illinois-Indiana basketball game. Everyone voiced his approval of it. Such Illinois football stars as Perry Moss, Tom Gallagher, Don Maechtle, and Fred Major have played the game, liked it, and called it a good training aid.

Regular flicker ball activity is carried on daily in several Illinois physical education classes. Crux of the game is that the ball can be advanced only by passing, and that the player holding the ball can move only laterally and backwards, never forward. Here is how it is played:

Equipment—A regulation football is the official ball. The goal is a four-foot-by-five-foot rectangle, with a two-foot-by-three-foot rounded rectangular hole in it. The goal is mounted with its surface at right angles to the side lines of the court, with the lower edge of the hole eight feet from the floor.

Players—Indoors, five players are needed; outdoors, eight players. However, the number can vary to suit the occasion.

Field—Indoors, the game can be played on any regulation basketball court. The goal is attached to the basketball board with the hole eight feet from the floor.

Outdoors, the field generally should be fifty-three yards in length, thirty yards wide, with the goals set fifteen feet back of the end lines. Each goal is placed equidistant from the side lines, parallel to the end line. It is suggested that the fields be laid out across the width of a football field. Three such fields can be made from a one hundred-yard gridiron.

A free-throw line is placed thirty feet in front of each end line.

A half-circle area, the radius of which is the distance from the goal to the outer edge of the free-throw circle, is called the dead-ball area. No offensive player may touch the ball here, and a defensive player with the ball in his possession may remain in this area only three seconds.

When the ball is touched in the dead-ball area by the offensive team, the opponents are given possession out-of-bounds on the side, in line with the free-throw line. Thus, there is no rebounding in the game.

Timing—The game is played in two twenty-minute halves. Time is out whenever the ball is

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not in play. Each team is allowed three two-minute time-outs per half. A free throw, shot by any player, is given for each extra time-out.

Scoring—A goal, counting two points, is scored by throwing the ball into the goal. The ball must be thrown with one hand.

Any attempt by a defensive player deliberately to bat the ball away from the goal into the dead-ball area will result in the awarding of the goal.

A successful free-throw attempt counts one point.

Fouls—For a personal foul, the fouled player gets one free shot from the center jump circle (indoors), or from the free-throw line (outdoors). The ball is dead, and whether the shot is made or not, the throwing team is given possession of the ball out-of-bounds at the center line. This is to discourage fouling. The thrower cannot cross the center line until the ball is dead.

Five fouls eliminate a player. Throws are awarded: one for a personal foul or two for a flagrant foul or unsportsmanlike conduct.

On a double foul, each player receives a free throw and the ball is then put into play by a center jump.

Ball in play—The ball is put into play by tossing it into the air between the two centers. The man first obtaining the ball must pass it laterally, and another player must touch it before the center can touch the ball again.

The center jump is used to start each half and after a double foul. A jump ball is used to settle all held ball situations. The first man receiving the tap must pass laterally.

Play—No one is permitted to advance toward the goal while the ball is in his control. He may only run backwards or laterally.

If a player happens to be running toward the goal when he gains control of the ball, he is allowed the maximum of a step and a half before he must stop or swerve laterally.

No player is allowed to make personal contact with an opponent.

Out-of-bounds—All balls are dead as soon as they cross the end line, whether the try for the goal is successful or not. In any case, the possession of the ball is given to the defending team behind its own end line.

When the ball goes out-of-bounds, an opponent of the player who last touched it will be given possession out-of-bounds at that point.

Five seconds are allowed to put the ball into play. Loss of ball at that point is the penalty for violation.

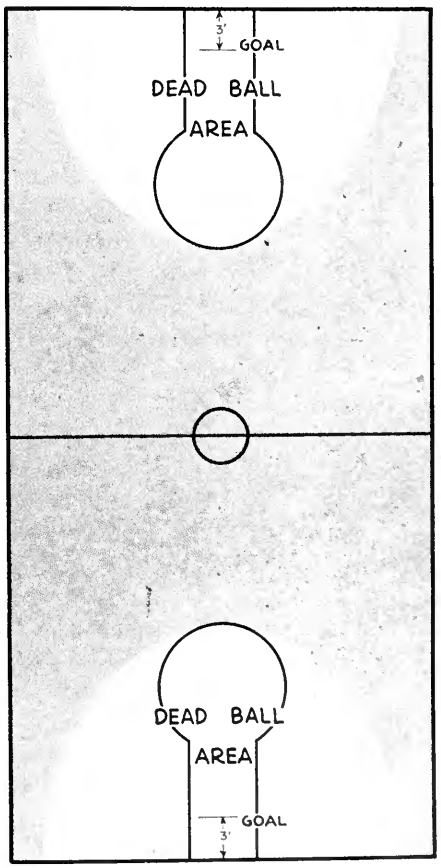
In passing the ball from out-of-bounds, these rules apply:

1. In front court, player must throw the ball laterally.

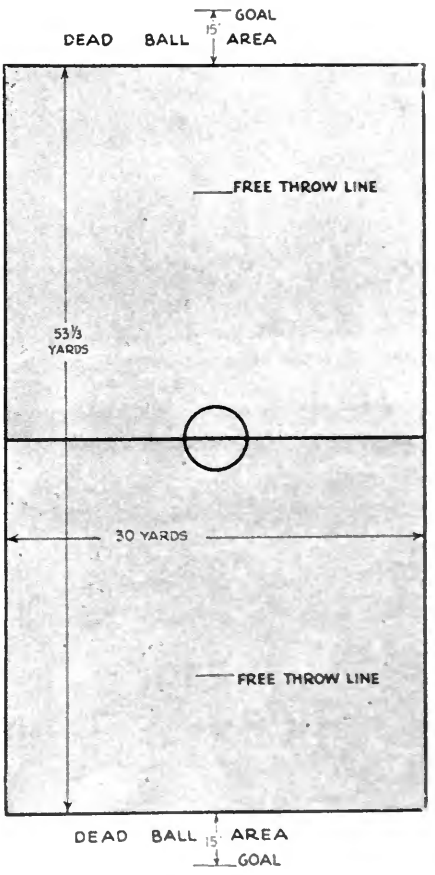
2. In back court, player may throw the ball anywhere in this area.

Having had considerable experience with the game, I can reasonably recommend flicker ball as an excellent group activity.

Layout of Indoor Court



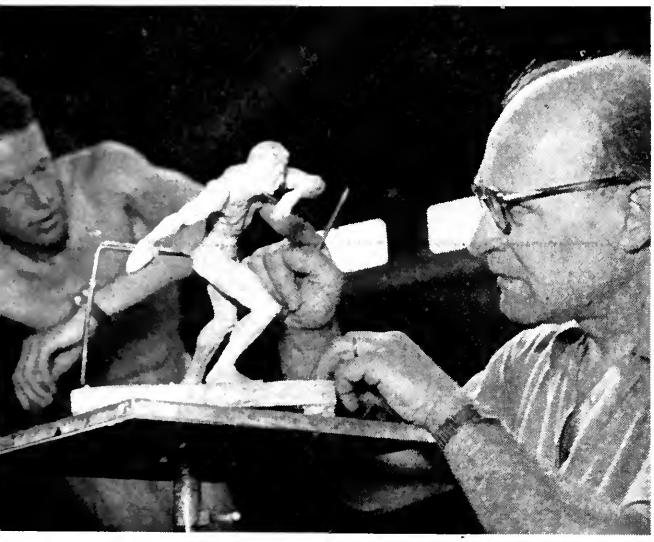
Layout of Outdoor Field



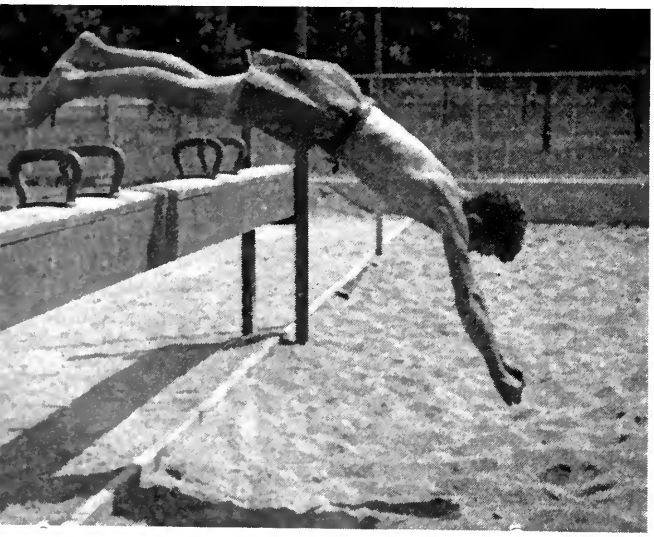
How another country trains volunteers . . .

The SWISS TWIS

Studying maps during hike through pre-Alpine ridges.



Learning value of creativeness through arts and crafts.



Training program includes fundamentals of sports.

The Swiss are not only experts in making watches and cheese, but are also keen on developing alert minds and strong bodies. As one of the world's oldest democracies, Switzerland has long been a nation of sports enthusiasts. Not until recently, however, did they begin a program to interest all Swiss boys in developing the mind and body through a system of training boys to become community leaders in sports.

Of course, mountain-climbing has always been one of Switzerland's most popular sports; but less than ten years ago, many Swiss began to ask: "Why don't our young men become champions in other sports as well?" The question snowballed into such a popular movement that it led to what is probably the most unique and first school of its kind in the world—the Swiss Federal School for Sports and Gymnastics.

Now on a ridge 3,000 feet above sea level, at beautiful Magglingen, near the Swiss watch-making capital of Bienne, hundreds of Swiss boys may be seen daily playing basketball on massive concrete courts, swimming in a modern pool with underground windows, running around a neat cinder track near the edge of a mountain, or completing obstacle races in the woods.

Terms at the school last only two weeks, but one recent graduate spoke for all when he said: "I could stay here two centuries." And why not? Everything is free.

Harry Kursh, a free-lance feature writer, is intensely interested in foreign affairs. He spent five weeks in Switzerland last year gathering enough material for more than twenty-nine different writing assignments.

Harry Kursh

TO SPORTS

School activities generate health and enthusiasm.

Students, who come from all over Switzerland, receive all their expenses, including traveling to and from the school, for these are paid by the government. They get free medical examinations when they arrive and depart. They sleep two or three to a room in what used to be one of Switzerland's most luxurious hotels, and all their meals are "on the house." In addition, they are given a daily expense allowance of seven Swiss francs (about $1.75) and are provided with all necessary sports equipment, including attractive uniforms, so that they need not wear out their own clothing.

To qualify for attendance at the school, a boy must be past fifteen—the school-leaving age in Switzerland—a rugged land that can be crossed in he have a good character. In Switzerland, good character means belief in democracy; and at the Federal School for Sports it also means a promise to carry on the spirit and traditions of the school in the community from which the boy comes.

With more than 3,000 tiny communities in Switzerland—a rugged land that can be crossed in less time than it takes to get from New York to Boston by train—the aim of the Swiss government is to get all the young people in its areas interested in sports. Therefore, the Federal School for Sports does not try to make professional athletes out of the boys, but merely aims to teach the fundamentals of various sports, principles of good leadership and conscientious sportsmanship. Then the boys go back to their towns and villages as volunteer sports leaders, and organize sports groups on their own. Even here the school doesn't stop. If a boy wants to organize a ski team, for example, the school or the government will see to it that he gets the necessary skis and equipment to help him carry out his volunteer work.

So far, the school has given more than 130 courses in sports, with nearly sixty boy-leaders taking part in each. The courses have been so successful that today the school's program has been expanded to give special courses for such adults as teachers and ministers, who participate in the courses alongside the boys. Is has also designed courses to prepare young men and women for physical training jobs with sports associations, trade unions, industrial firms and holiday resorts It even has free courses for doctors, to teach them the special techniques of handling sports injuries.

A typical day's program at the school goes something like this:

6:00 a.m.—waking up to music over loudspeakers
6:10 a.m.—setting-up exercises and a run
6:50 a.m.—cleaning up
7:30 a.m.—conference on methods in sports
8:30 a.m.—playing basketball, swimming and relays
1:45 p.m.—film on track and field skills
2:15 p.m.—playing football, wrestling, boxing and track
7:45 p.m.—piano concert in the administration house
10:30 p.m.—lights out; everyone in bed for the night!

The school actually got its start in 1941, when the Swiss government passed a law appropriating funds for establishing a federal sports institute. The main idea was that with a boost from the government, Swiss boys would take such an interest in sports, that by the time they were ready to go into the Swiss Army, nearly all would be physically and mentally sound. Though the Swiss have never been at war in nearly two hundred years, they have kept wide-awake "bulldogs" on all their borders by means of having all men serve two weeks each year in the army. Key to the whole new Swiss nationwide sports program was the Federal School for Sports.

Yet, for several years, plans for the school remained only on paper. The big headache was to obtain a place that would be large enough to handle several hundred robust youngsters at a time and be far enough away from any possible interruptions of city life. The second major problem was to design facilities that would utilize every up-to-date principle of physical education, with room to grow as new ideas were added if the plan should prove successful. With plenty of that same ingenuity around that goes into making Swiss watches, there were enough aspirins designed for this part of the headache.

But, during the war, the plan had to be kept on paper for another four years as Switzerland kept all available manpower mobilized on her mountainous borders, where the threat of Nazi invasion always seemed minutes away. After the war, the plan got off paper and into the hands of the celebrated Swiss craftsmen, and masons, carpenters and architects went to work to build the world's most modern sports school.

Three years later, the school, not even completed, took second-place honors in a world-wide competition for best sports-school architecture at the 1948 London Olympic games. Now it has what is probably the world's highest basketball court—on a hard-surfaced sports ground so gigantic, it could hold the drills of an army regiment and have room left over for a football game.

In addition, the school features an outdoor swimming pool which has the strange shape of a kidney bean, so that boys can dive in at one end without getting in the way of relay swimmers. Now boys learn to swim in the pool, which also has large circular underwater portholes from which instructors, standing on platforms below water level, can watch student progress.

With nearly $1,000,000 invested, a lot of money for a Lilliputian nation, the school also boasts several tennis courts; a gymnasium more than

The sport of mountain climbing is risky but popular.

120 feet long, with one whole side made of unbreakable glass; a seventy-five-foot indoor training sports hall, with solid linoleum floors and high-bar support poles that rise smoothly out of the floor by finger-tip pressure; lecture rooms, completely equipped with movie projectors; pavilions for fencing, boxing rhythmics; ice rinks; golf courses; and a complete library of sports books and magazines. It also has 300 and 400-meter tracks, a shooting range, a ski jump and six athletic fields at different levels. After a workout, the boys enter clean, pine-paneled Finnish steam baths, where they make steam by pouring cold water onto hot rocks.

Proudly upholding the centuries-old Swiss tradition that education of the body should not run ahead of education of the mind, the school also has laboratories and an institute for sports physiology, where boys learn the importance of different parts of the body for physical health. Even art and music are not neglected. Special courses in arts and crafts encourage boys to use their hands for creative skills, and music is brought in through community singing and concerts. The community singing part of the daily program has been such an outstanding success that hardly a minute goes by when some visitor cannot hear quaint Swiss folk tunes rising loftily from the throats of enthusiastic students.

With hardly 4,000,000 making up Switzerland's population, it won't be long now before every Swiss will be echoing the Olympic slogan: "Citius, Fortius, Altius" (Quicker, Stronger, Higher)!

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"College students interested in counselorships should concern themselves with leadership development."

College Students as Camp Counselors

Robert E. Link

LEADERSHIP, more than areas and facilities, activities and programs, important as they are, will determine the success of every camping season. Therefore, college students who are interested in acquiring camping experience should concern themselves more with leadership development as future counselors. In camp, where human relationships and values are so important, creative, intelligent and matured counselors are absolutely essential. The chief purpose of good counselors is to fill the needs of campers with creative, varied activities which will constructively foster a free expansion of camp possibilities, and to conduct these activities in such a way that the camper is assured of a happy and richly-satisfying summer. No one familiar with a good camp program—including crafts, music, swimming, athletics, nature, hikes and a host of other activities—would, for a moment, suggest that it be conducted without competent leaders.

In order to serve the individual camper effectively, counselors must provide him with an educational experience based upon his needs, such as learning to adjust to others, to change in environment, to find satisfying experience within his own particular abilities. Therefore, it is important that the counselor give the individual the attention he needs, and allow him an opportunity for maximum participation in as wide a variety of activities as his abilities permit.

The counselor's infectious enthusiasm should give zest to the camp program which is guided by the self-expression and initiative of the camper, encouraging his growth and eventually achieving sound educational objectives. Counselors should not overlook the teaching of skills needed for participation in various camp activities. Campers will enjoy most of the activities which they perform well, and skill helps one to participate satisfactorily. Youngsters should acquire new skills while at camp. To the extent that the counselor succeeds in achieving these objectives, he is contributing to a well-balanced, integrated individual at camp and later at home.

Persons who get bored or irritated at the impetuousness, immaturity and energy of children should not be counselors. To do a good camp job, it is necessary to win their confidence, to be able to settle differences within the group, and to be open-minded at all times. The ability to exercise democratic leadership is one of the most important requirements for the counselor who is expected to adhere to camp policies and regulations without being dictatorial or arousing antagonism within the group.

A pleasant personality is an important and valuable asset as it will help the counselor win the friendship, respect, confidence and loyalty of his campers and camp staff. Tact, friendliness and an attractive appearance are all important. Counselors who find it difficult, irksome and meaningless to maintain, in their living, the ideals and standards of camp life will find little satisfaction in their work—and probably will be unsuccessful.

The counselor assists individuals to plan activities as one of the group, so that in the active sharing of ideas, the campers gain experience in functioning as a group and acquire skills in managing their own activities. The counselor should be

Author is placement director, Brooklyn College, N. Y.

able to draw out, strengthen, and put into effective action the leadership capacities inherent in young people. Once started, the unit camp group should be able to carry on successfully many activities under its own leadership.

The following are personal qualifications desirable for a counselor to possess in order to be successful:

1. A sense of the worth and dignity of every child.
2. An understanding of the interests and needs of children.
3. A personal realization and understanding of the joy of life and of the art of living.
4. A sense of humor.
5. A desire to serve.
6. A concern with the growth and development of young people through creative expression.
7. A sympathetic attitude towards others' opinions and personalities.
8. An ability to lead democratically.
9. Organizing ability.
10. Ability to get along with people.

It is important, too, that counselors fill these added requirements or their equivalent:

1. A counselor should have some special training, such as would be required for majors—in sociology, recreation, physical education or in any other major given at college.

2. Counselors should be matured in years. This does not necessarily mean that any specific age requirements should be set for them. Maturity should not be based on chronological age requirement.

3. A counselor should have interest and should be able to partake in informal games, contests, events.

4. A counselor should have a definite plan of action in order to maintain and be responsible for the morals of the campers.

With all this as a background, the prospective college student interested in camp employment must give considerable time to the writing of a letter of application. Suggestions for the writing of this, which should prove helpful in locating a position, are as follows:

1. Letters of application should be well planned.

2. Before you write the letter, list all the characteristics and experience desirable for the job you want. Opposite each of these qualifications which you possess, note how you can demonstrate to a prospective employer that you have these abilities.

3. Employers get hundreds of letters of application, so try to make yours appear outstanding because of its originality, neatness, completeness or arrangement. Write a letter which no one else can sign because it describes *you*.

4. Don't delay in sending out letters if you want results. If you send out fifteen letters today, you will know in a week if they will bring you interviews. If interviews do not result, revise your letters.

5. Letters should be correct in grammar, spelling, punctuation and accurate in information. By all means, type them—if you don't own a typewriter, rent or borrow one. Use plain white stationery; standard typing paper (eight-and-one-half-by-eleven inches); and legal-sized envelopes are always acceptable. State briefly the job for which you are applying, why you feel qualified; state when you will be available for a personal interview, and enclose a copy of your resume.

Suggested don'ts:

1. Don't use long, involved sentences, flowery words, or trite business phrases.
2. Don't draw conclusions for your prospect.
3. Don't use overstatements.
4. Don't use apologetic or negative statements.

Having met all your other necessary prerequisites for camp placement, the day arrives for your appointment with the camp director. Here, your attractive personal appearance will count heavily in your favor; good grooming is a must. You have read this many times, but as much as it is emphasized, personnel directors still complain about applicants appearing hatless, in "bobby sox" and untidy skirt-sweater combinations. Simple street clothes, in season, well-fitted, brushed and pressed, with tasteful accessories and a becoming hat are appropriate.

You will also do a great deal toward creating a favorable impression if you are punctual, well-groomed and attentive. If your interview is at eleven o'clock, be there five minutes before. You may be kept waiting and the interim will be easier on you if you make use of reading material and forget to be impatient. It is advisable to schedule interviews well apart so that you don't have to worry about keeping another employer waiting if an interview extends longer than you had planned.

Before the interview, you should anticipate questions the employer may ask; have clear information on the tip of your tongue. When you answer his questions, look at *him*—not out of the window or at a picture on his desk. Don't be afraid to ask questions yourself. Your interviewer will expect you to inquire about policies of the camp, working hours and salary. Sometimes he may say that he will let you know. Neither you nor he is at all obliged to make any definite commitment during

Placement

● A realization of the values of a camping work-experience in the preprofessional and future professional areas available to graduates of a liberal arts college led the director of placement of Brooklyn College to set up, in December 1948, a group guidance service in camp counselling for student groups. As part of a placement office program, starting in November, the placement office of the college arranged specific periods in which to meet with groups of approximately fifty students at a time.

This resulted in the interviewing, from December to June, 1950, of 2,176 students for possible camp positions. Students were individually referred to specific camp jobs on the basis of their interests, aptitudes and related work experience. By this expansion of its recruitment program, the college not only more than doubled its camp placements, but also the number of camps placing job orders with it. Such orders now come from organizational camps, private camps, city day camps, hotel day camps, bungalow colony day camps, hotels and resorts, and Camp Association Service Agencies.

A recent survey of placement office records of basic counselor requirements has resulted in the following brief breakdown of these requirements:

UNIT HEAD

Age—minimum of twenty-three years; *experience*—at least three years' summer camp experience; *education*—college degree and at least one year's attendance at a recognized school of social work with a specialization in group work or case work or combination thereof; *responsibilities*—program supervision, organization, supervision of counselors in living routines.

SENIOR COUNSELORS

Age—minimum of twenty years; *experience*—at least two years of experience as a camp staff member or experience working in a community center plus well-developed program skill; *education*—three years of college completed; *responsibilities*—assist in programming, participation in living routine, responsibility for cleanup, night duty, night patrol, serve as relief counselor when necessary, act as unit head in the event of his absence.

COUNSELORS

Age—minimum of eighteen years; *experience*—at least one summer's experience at a summer camp or day camp or paid or volunteer work at a settlement house, community center, or the like; *education*—at least one year of college; *responsibilities*—supervision of living routines of children, care of one cottage group for an entire camp trip, planning and clearing with unit head on specific daily routines—such as night patrol cleanup, night duty, evening program, and so on.

SPECIALTY COUNSELOR

Age—minimum of twenty-one years; *experience*—at least two summers' camp experience or a minimum of one year's teaching experience in the school system or "Y" settlement house or community center; *education*—specialized training in skill; swimmers must have a Red Cross certificate; *responsibilities*—for swimming counselor, full and complete control of swimming area, supervision of counselors on duty at lake or pool, efficiency in pool setup, an adequate program. Requirements are similar for other specialties in their specific areas of responsibility.

the time of the interview.

A few weeks pass by and you now become anxious regarding your camp position. It is further suggested that the resume now be used:

a. As a follow-up after an interview as a reminder to the camp director. Send it with an accompanying letter expressing interest in the work and thanks for the interview.

b. As a permanent record, to be given to the employment agencies or friends who may give you introductions.

c. Sometimes as an enclosure with a letter of application or with application blank.

d. Sometimes to gain interest when you have trouble getting past the reception desk to see the person who might hire you.

The personal data sheet, or resume, should include:

a. Personal facts of importance, such as

b. Education; special training

c. Experience

d. Your qualifications for the job using specific examples arranged in order of their importance. Have subtopics in chronological order. For instance, if you have specific training and little experience, the training would be more important.

e. References

Personal record form: Name, address, age, height, weight, health, married or single.

Finally, in return, the qualified counselor who is selected receives the fun that comes from living close to nature in the woods and mountains, which is not equalled by city entertainment. Any person interested in being a camp counselor must enjoy the outdoor life and must be in good health and have the physical stamina to live in a camp environment. For the counselor to handle a variety of group activities, he must have some knowledge of human behavior. It is in a camping situation that a qualified counselor can influence young people for positive, democratic living. The growth and achievements of young people are the greatest rewards of the camp counselor.

Questions About Biddy Basketball

. . . answered by Jay Archer

Just what is Biddy Basketball?

Biddy Basketball is a new game for boys and girls from eight to eleven years of age. It is based on regulation basketball, with variations that make it possible for younger children to learn the game and to enjoy it with no ill effects.

On what kind of a floor is it played?

On any regular gymnasium floor. At the Catholic Youth Center, we have a floor fifty-by-ninety feet and have divided it into three regulation Biddy Basketball floors, thirty-by-fifty feet. Of course, only the end courts can be used for games, but the center is available for practice shooting, and so forth.

What kind of equipment is used?

We have a special adjustable basket that comes down to eight-and-one-half feet from the floor so that the youngsters can shoot for baskets which are suitable for their size and strength. The basketball is a junior size, about three inches smaller in circumference than a regulation ball, and is inflated from six to eight pounds.

In what way does it differ from regular basketball?

Outside of the equipment and size of the floor, the only difference is in the length of the playing quarters—six minutes—and in a shorter foul line, set at twelve feet. Six fouls are allowed instead of the regulation five.

How did you happen to think of this new game?

For years I've watched youngsters playing basketball with the large ball and the ten-foot baskets, struggling to shoot baskets, having trouble dribbling and passing the ball. I thought that there must be some way to make the game more playable for them. After many years of experimenting, I finally came up with the idea of reducing the height of the baskets, shortening the size of the playing floor, and making the other changes which help bring basketball within the physical reach of these eight-to-eleven-year-old boys and girls.

Wasn't it difficult to get the special adjustable baskets which you use?

It wasn't too easy! For many years we tried to lower the whole thing—the basket and the post—but it was too expensive a proposition. Finally, at the CYC, we came up with the idea of inserting portable posts with baskets that could be dropped to eight-and-one-half feet, or raised back up to ten feet if necessary—and the problem was solved.

When did you first try out the game?

We first played it at the CYC in March 1950, shortly after the center opened.

And how did the youngsters take to it?

They love it! At last they can play basketball the way that they see the big fellows playing it. Spectators, too, have been very pleased with the game. A good many coaches have come to the CYC to ask about Biddy Basketball, and have commented highly upon it. Through this game, youngsters develop a love for the game of basketball, gain experience and a fine sense of sportsmanship. Many of the boys playing the game now will be among the first to join their high school team when they grow older.

Jay Archer, originator of Biddy Basketball, is executive director of Catholic Youth Center, Scranton, Pa.

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To promote the values inherent in this activity.

International Festival of SQUARE DANCING

BELIEVING that the many values inherent in square dancing as a recreation for all ages and kinds of people would be strengthened through an informal get-together on a nationwide basis, a farm newspaper and its radio station have joined forces with a park recreation group to make such a gathering a reality in Chicago on Saturday, October 28, 1950, at the 20,000-seat, indoor Chicago Stadium.

The farm paper, the 109-year-old *Prairie Farmer*, like its 50,000-watt radio station, WLS, serves most of Illinois, Indiana, Michigan and Wisconsin from headquarters in Chicago. The recreation group is that division of the Chicago Park District which is one of the oldest in the nation. The two came together because each, in its field, has been fostering square dancing for nearly two decades. Park district classes had begun in the depression-thirties; while WLS used square dancing as a stage feature of the Saturday night radio-stage show, the WLS National Barn Dance. Callers and dancers for the stage-radio production were often "borrowed" from among park district instructors and classes, thus beginning the friendly relationship which is flowering into the first International Square Dance Festival.

The two groups recognized early in their discussions that such an event would be successful and beneficial only if it expressed the aims and ideals of square dance leaders over a wide area; thus, in March, known leaders from five midwestern states were invited to an all-day conference and discussion. Here, plans were formulated, leading to the present festival plan, which is as follows:

The various states, plus Canada and Mexico, are being invited to send up to ten square dance sets and one caller to the festival, not for any contest, but to exhibit the square dancing being done in their particular locality. This will provide not only colorful and memorable entertainment for the 20,000 spectators, but also an opportunity for square dancers to get acquainted with those from other parts of the continent and to see what other sections are doing.

This state-by-state participation is under the direction of state chairmen, selected for their interest in square dancing and for their impartial position in their own state or region. Much of the leadership has come from among recreation directors through their natural connection with the activity.

Heading the entire operating committee is Walter Roy, recreation director of the Chicago Park District and for fifteen years allied with the growth of square dancing in Chicago's parks. Working with him as vice-chairman is George C. Bigger, di-

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rector of the twenty-six-year-old WLS National Barn Dance. Aiding these two is a large working group of park district and *Prairie-Farmer*-WLS personnel, assigned to committees according to their training and work.

Early in the planning, the operating committee met with Dr. Lloyd Shaw, superintendent of the Cheyenne Mountain Public School near Colorado Springs, but much better known the nation over for his teaching and fostering of both the practice and the ideals of folk dancing. "Pappy" Shaw, as the thousands of students of his summer folk dance institutes call him, expressed a deep interest in the Chicago festival and consented to act as chairman of a nationwide advisory committee.

Consultants of the original Chicago conference were Dr. Ralph Piper, professor of physical education at the University of Minnesota and new president of the Minnesota Square Dance Federation; Mrs. Verna Rensvold, the recreation superintendent of Kansas City, Missouri, who recently staged a three-day square dance fiesta in her city; F. L. McReynolds, an associate in rural youth work and recreation at Purdue University; E. L. Regnier, associate professor of rural sociology extension at the University of Illinois; Roy Johnson, director of special services, Illinois Agricultural Association, and, with Regnier, chiefly responsible for the well-known Illinois Farm Sports Festivals; and Victor Graef, president of the four-year-old Square Dance Association of Wisconsin. These people formed a nucleus of state chairmen for the festival, to which a score of other leaders have been added as they have accepted.

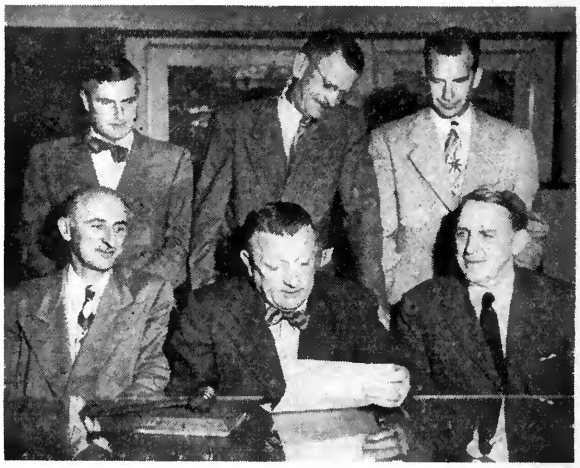
For many, the real highlight of the day will be a Square Dance Leaders' Institute, to be held in the 1,300-seat Eighth Street Theater on the morning of October twenty-eighth. The program for this institute will be such as to interest callers, teachers and recreation directors as well. The institute is open to leaders from all over the continent, and will end with a luncheon given by host organizations.

First International Square Dance Festival Saturday, October 28, 1950; nine a. m., Leaders' Institute, Eighth Street Theater; one p. m., rehearsal; seventy-thirty p. m., festival. Rehearsal and festival at Chicago Stadium, indoors. Address inquiries to Walter Roy, Chicago Park District Administration Building, Chicago, Illinois.

California Cities Plan Meeting

Recreation and park leaders from over 200 California cities will be meeting in Los Angeles during the week of October 22-25 for the annual gathering of the League of California Cities. A working committee, composed of key persons throughout the state—many of whom were unable to attend the early meeting pictured here—have planned a number of important things for this year's event.

The present outline of the program provides for many challenging subjects affecting parks and recreation in the field of planning, program, organization and finance. The general tone of both topics and presentation will be sounded from the angle of practical approaches toward doing a better job—presently and for the future. Among the topics scheduled for daily sessions are: Commissioners as a Mirror of Public Opinion; Subdividers Responsibility in Providing Land for Recreation; Development of Aquatic Potentials; Budgeting Relationship of New Development to Operation; Recreation and Parks in Civil Defense; My Pet Project for the Future of My Town; and others. In addition, delegates will have an opportunity to participate in several social activities, planned for their own recreation.



***Program Committee Meets*—Left to right, seated: F. W. Roewekamp, city forester, Los Angeles, and president of California Society of American Institute of Park Executives; F. MacKenzie, superintendent of parks, Santa Barbara, and president of Recreation and Parks Department of League of California Cities; G. Hjelte, general manager of Recreation and Parks Department, Los Angeles. Standing: W. Frederickson, superintendent of recreation, Los Angeles; D. R. Kruckeberg, superintendent of parks, Burbank; W. F. Burr, superintendent of parks and Recreation Department, Glendale.**

Not for the Ladies

Ward Greene

JOE BILLINGS, editor and owner of *Zip Comics,* had never felt so harassed. On his desk, the complaints rose higher day by day; Sackville police had ordered ten of his comic books off the newsstands; a group in Bonnywot had publicly burned six of his best earners; and now, out there in Elmton, this band of militant matriarchs had proclaimed a list of shall-nots which, if applied to his products, would simply eliminate them.

It seemed to the bewildered Billings that he was writhing in a nightmare. Only yesterday his was a respectable enterprise, catering to some millions of children and adults who, for ten cents, liked to follow the antics and adventures of his comic characters. Now, overnight, his copyrighted puppets had become monsters; his business was to blame for everything from murder to atheism; and Billings, himself, was enemy number one of society. Nor was his mood lightened by the immediate necessity—he had to see a caller "with an idea for a comic."

"Send Mr. Whatshisname in," he instructed his secretary through the speaker. He would have preferred to send Mr. Whatshisname to kingdom come. People with "ideas for comics" came a dime a dozen; the ideas were invariably terrible; and now, in the middle of a frantic morning, he had to listen to someone who should have written to him.

His forebodings were soon confirmed. The young man who stood before his desk, peering shyly at Billings through large spectacles, looked awkward, drab and almost offensively genteel. "College professor"—thought Billings—and planned a decidedly quick brush-off.

"Sit down." The young man took the chair, placed a large envelope carefully on his knees and put his hat on the envelope. "Now what's on your mind, youngster?"

"Well, I have a notion," began the young man. "I hoped—I thought—it might fit into one of your comic books. It's something with more appeal to children, probably, than to older readers."

"Let's hear it," said Billings.

"Well, the principal character is a little girl, about ten, and the story starts when she finds herself in a sort of cave underground. There she meets a number of queer creatures, birds and animals, and so on . . ."

"Just a minute," interrupted Billings, "you're on the wrong track right off the bat." He tapped the pile of papers on the desk. "Grotesque, fantastic, unnatural creatures are strictly out."

"But why?"

Billings pointed to the "Criteria and Profile Chart of the Elmton Committee on the Evaluation of Comic Books" and explained: "They've drawn up a series of objections in the 'cultural area, the moral area and area of morbid emotionality.' And it says right here, under morbid emotionality, that 'grotesque, fantastic, unnatural creatures' are objectionable."

"I suppose," murmured the young man, "that a dodo *is* a little grotesque." He took a fresh start. "Well, this little girl is wandering about underground when she runs across a little bottle and some small cakes. When she drinks out of the bottle, she grows shorter, and when she nibbles a cake

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she grows taller . . ."

"Hold it!" Billings was shaking his head. "You'd have every woman's club in the country on your neck. We can't permit stuff like striking matches, setting fires, drinking out of strange bottles, eating strange little cakes. Ouch! First kid that got ptomaine, they'd stick it on you."

"I see," said the young man, though he looked nonplussed. "Anyway, the child enters a woods and finds a little house—and here I think I've hit on a truly droll character." His eyes brightened. "It's a cook. She's a bit on the rough-and-ready, and when we meet her, she is spinning pots and saucepans at a baby."

"What!" Billings almost shouted.

"The baby is crying—'Wow! wow! wow!'—and, of course, the cook has a bad aim, though she does graze the child. I've jotted down some verses that might be used.

"Speak roughly to your little boy.
And beat him when he sneezes . . ."

"Beat him? Beat him?" The horror in Billings' voice was acute. "Why, that's sadism, man! You can't beat anybody in comics, certainly not babies! Imagine what the mothers in Elmton would do to that one! Go ahead, what other little notions did you dream up?"

"As a matter of fact, quite a number. Now there was one episode that takes place at a tea-party. But I'd planned to have some animals present—a hare and a dormouse. The hare is a March hare and he's mad, and there's a mad hatter . . ."

"That's out," broke in Billings. "No lunacy in comics. What else?"

"A queen. She's possessed by an execution complex; goes around shouting 'Off with their heads!'"

Billings smiled, in pity, not appreciation. "You can't do that, old man. It's all covered here—no death, no violence; mustn't even be hinted at. They don't like it. Say, how does this story wind up?"

"A courtroom scene." The young man suddenly became earnest. "It isn't meant to be just funny. I want it to have—well, some satiric value. The defendant is the Knave of Hearts; he's stolen some tarts . . ."

"Tarts!" cried Billings. "Little cakes, you mean."

"Very well," sighed the young man. "Anyway, he's on trial and it's a splendid opportunity to poke a bit of fun at the judicial system, you know. The judge, the jury . . ."

"Oh, dear!" This time Billings was compassionate. "Son, you haven't been around much, have you? The American Bar Association has a committee to stop just that very thing in movies, radio and comics. I'm afraid your whole idea is wet!"

The young man sat back with a combative tilt to his chin. "Maybe you're right, but I believe that children will like it. I know they will!"

"Sure, sure," said Billings, "the kids eat up all the comics. But it isn't the kids you gotta please, son, it's their mamas and self-appointed mentors."

Billings arose. "Thanks, anyway, for giving us the opportunity . . ."

His caller rose, too. He hesitantly laid on Billings' desk the large envelope that had rested on his lap. "Well, perhaps you'd look over the whole manuscript."

Billings shuddered. He was very much annoyed now; the guy might have mentioned the manuscript in the beginning instead of wasting all this time gabbing about it. He glanced down at the title—*Alice in Wonderland.*

"Of course you can leave it, Mister—mister—but I thought your name was Carroll."

"Oh, that's a pseudonym," said the young man hastily. "My real name is Dodgson, Charles L. Dodgson."

"Glad to have met you, Mr. Dodgson," said Billings, shaking hands. "I'll let you hear from me. But, honestly, I'm afraid we can't use your stuff. It's strong meat for our public! Good-bye, Mr. Dodgson!"

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We Square Danced the Winter Away

Toni Cherpes

OUR MICHIGAN winter had set in. Recess periods were too short to struggle with snowsuits and boots. And, yet, there were too many children to be crowded into the room with no definite activity. So I decided to teach my first-grade children to square dance. And dance they did! They danced practically every recess throughout the severe winter. And before winter was over, every child in the room could step in and allemande left in a style that would show up many of their dads!

Of course, it takes work and patience on the part of the teacher to accomplish all of this. Any teacher who would rather correct papers at recess and ignore the bedlam in the room had better skip the rest of this article. But the teacher who likes to teach children at recess, as well as during their school hours, will find that the children respond to singing games and square dancing with gusto.

We did not start square dancing until after Christmas. Before that time, the youngsters had learned all the singing games and, although there was still a great deal of enthusiasm for this type of fun, I felt that they had reached a maturity level at which they decidedly needed something with more challenge. They found it in these square dances.

We chose only the simple dances and used records with calls. This meant that the teacher had to learn the calls on the records right along with the children.

Mrs. Cherpes, a teacher, taught her first-grade children in Dimondale, Michigan, to square dance.

The first step was to LISTEN. And that meant definite, intense listening. We listened to our first record two or three times to get used to the voice and words. Then I demonstrated with a set, showing the children: the lady is always on the gentleman's right; this is your partner; this is your corner; this is the first couple, second couple, third couple, fourth couple. Then began the simple forms. We practiced each form separately and in parts, until one set of children could do them. They learned "promenade," "swing your partner," "honor your partner and your corner," "allemande left," and a "grand right and left." On "swing your partner" (or any swing for that matter), the children simply joined both hands and turned. Later they did the swing by hooking elbows. I felt that these two forms were better for little children than the adult position in swinging.

The form "allemande left and a grand right and left" really demanded some teaching. But I recalled that some great educator had once said that you can teach anybody anything (if he has any mental ability at all) provided that you break it down into small enough parts, and practice each part until it is understood before you go on to the next step. I found that this philosophy applied perfectly to teaching this form, and here is how I taught it. We had our set. I said: "Now turn and face your corner. Put out your left hand to your corner. Turn the corner lady. Now wait." Then I would check every couple to see that everyone had that much right. If not, we would do it again and again, until finally everyone did have that much. Then we would go on. "Now come back

and face your partner. Give him your right hand. Now stop." Then I would check again. Or if somebody was in trouble before that, we would stop. To continue: "Now, walk ahead and meet the next person and give him your left hand. Next right. Next left. Right. Left. All around until you meet your partner." We did this over and over, first without music, until the children had the idea established in their minds. Then we used music.

After learning basic forms, we started with the records and followed them through, stopping the music to explain and listen carefully to the caller, whenever necessary. It was not long before one set of children could do a whole dance. Then we started changing the groups of children. We would enter a new child in the set and he would learn with a partner who already knew how to follow the calls. This continual addition of children made it necessary to form a new set and, before long, we had two sets dancing at the same time. Later, when almost everyone was dancing, we had another set at the back of the room. This took care of activity for twenty-four children at one time, so that each one had a turn during recess if he wanted to dance.

The records which we used were "Buffalo Boy," "Dive for the Oyster," "First Two Ladies Cross Over," and "Red River Valley," because we had access to them. Actually, any other simple ones would do just as well.

Another which we did, but for which we had no music, was the "Grapevine Twist." We all sang the following chant while the set breathlessly did the forms:

"First couple lead to the right,
Around that lady with a grapevine twist.
Go back to the center with a whoa, haw, gee,
And around that gent whom you did not see."

Circle four and on to the next.
Repeat verse, circle six, and on to the next.
Repeat verse and circle eight.

This was repeated with the second, third and fourth couples being the leaders in turn, as long as they still had breath in them. It was a strenuous dance, and we usually did it at the very last.

Was it worth the work involved in the teaching? Definitely! These boys and girls had just as much pep and energy as you will find, and the dancing gave them an acceptable outlet for their energy in a crowded schoolroom situation. Square dancing is no sissy stuff. Also, it taught them manners. To watch these youngsters actually bow and curtsey would warm the cockles of your heart!

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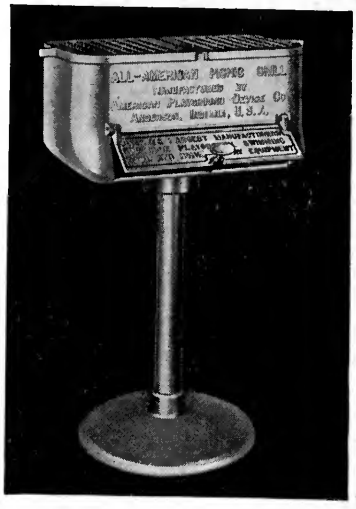

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This is the first in a series of articles on community recreation centers—from housekeeping to program.

A NEW "OUT" LOOK

Mildred Scanlon

UNFORTUNATELY, a look at the outside of the recreation center building is the only contact that many people have with community recreation. From this, they form very definite opinions of the leaders, the participants and the entire recreation program.

It is safe to say then that the outward appearance of the building is truly one of the program's important publicity agents. How good a job does your building do in "selling" itself to the community?

Be honest. Is it so drab, dull and even dirty that hundreds of people pass it by every day without giving it a second glance—let alone ever experiencing any great desire to enter it and find out what goes on inside? Or is yours a building with personality—an eye-catching, interest-compelling, bright little spot that refuses to be ignored, but holds up its head with the best of the community, smiles gaily, and makes people want to get to know it better?

If you're not sure, just look at it with a critical eye when you approach it today. Ask yourself:

1. Is it CLEAN?

What about the surroundings? No papers, fruit peelings or other refuse about? Good! Either you have a well-trained janitor who is taking his responsibilities seriously and has done the necessary cleaning up, or you have instilled a feeling of pride and ownership in the people who use the building. Probably a little of both. (That refuse container you had set out the other day was a pretty smart idea.)

What about the windows? Do they sparkle and gleam in the sun or are they "tattletale" gray? Better have a talk with the janitor—that's his department even though he may need a bit of reminding or a pound of prodding, as the case may be.

2. Is it ATTRACTIVE?

You defy anyone to make *that* building look attractive? Now wait a minute! Had you thought about window boxes? The older boys could canvas the town for wooden boxes, and you do have hammers and nails in the crafts shop, don't you? Why not build those window boxes right there in the center? The garden club or the children's parents and friends would probably be glad to supply "slips." These can be "rooting" while the boxes are being made! During the winter months, these can be planted and used inside to beautify the inside of the club, while pine branches with red berries brighten the exterior.

Your community has grass seed, small trees, shrubs and flowers for other municipal buildings. Maybe they just never thought of you. Why not approach the proper authorities?

For something really novel, you might try locating some old tent canvas. Sometimes Scout troops have some that they'd be glad to let you have. It takes a steady hand, good brushes and lots of paint, but brightly-striped little awnings over each window certainly give an "air" to any place. Don't worry about making any practical use of these: they are strictly ornamental! But do choose your colors wisely. Remember that the eye-catching colors are red, yellow and orange. Their respective complements are green, purple and blue. Hence, green window boxes and red-striped awnings can

Mildred Scanlon is a leadership training specialist on the staff of the National Recreation Association.

QUESTION BOX —

Community Center Housekeeping

What do you do to make your community center especially attractive? Homelike? Functional?

An occasional question will be asked in RECREATION. Answers from 300 to 1,500 words are invited. Some will be published in the magazine.

make very attractive "frames" for your windows.

And speaking of windows—it is through them that we get a little glimpse of what the place is like inside. Do they reveal pretty, gay, well-hung curtains? What's on the window sill? Plants, flowers, books, attractive objects made in the crafts shop? Your window sills could become a spot where only the latest of your crafts shop projects are displayed. Take just a few minutes some night to step outside and see yourself—because your building is certainly a reflection of yourself—as others see you.

Let your front entrance speak for itself. Display the name of the club and hours of operation. Have the entrance brightly illuminated. Good lighting, besides being a safety precaution, is also one of the cheapest forms of advertising.

You can interpret the attitude of the community toward your center by analyzing your own feeling for it.

How do you feel when you approach this place? Happy to be going there, pleased with the effect it creates? Are you proud to have your friends deliver you to your front door; do you have them drive down the street heading right towards the center so that they can look at it longer and get the full effect? Do you feel a little thrill every time you turn that corner and see the building—or do you hate the very sight of the place? Do you try to keep your friends from seeing this unattractive place, where you work? Are you ashamed of its appearance? Depressed every time you come near it? Reluctant to enter?

Then something's wrong! Maybe you need a new "out" look!

American Education Week

The thirtieth observance of American Education Week will be held November 5 to 11 this year under the title "Government Of, By and For the People." It will be dramatized in thousands of communities and schools throughout the country. Education will be featured by the press, radio, television and motion pictures during this period. Because recreation ties in with education as closely as it does, and vice versa, recreation directors should be working on ways of cooperating with, or supplementing, school or community programs. Good recreation, as we all know, is education for democracy, and this fact might well be our theme song for such observances. This week, too, might become a springboard for closer cooperation between the recreation department and the local schools for a better over-all, year-round community recreation job.

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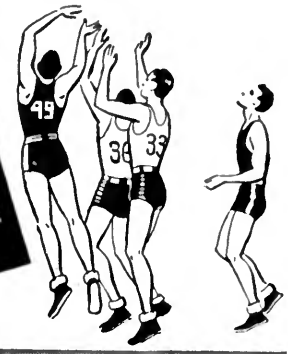

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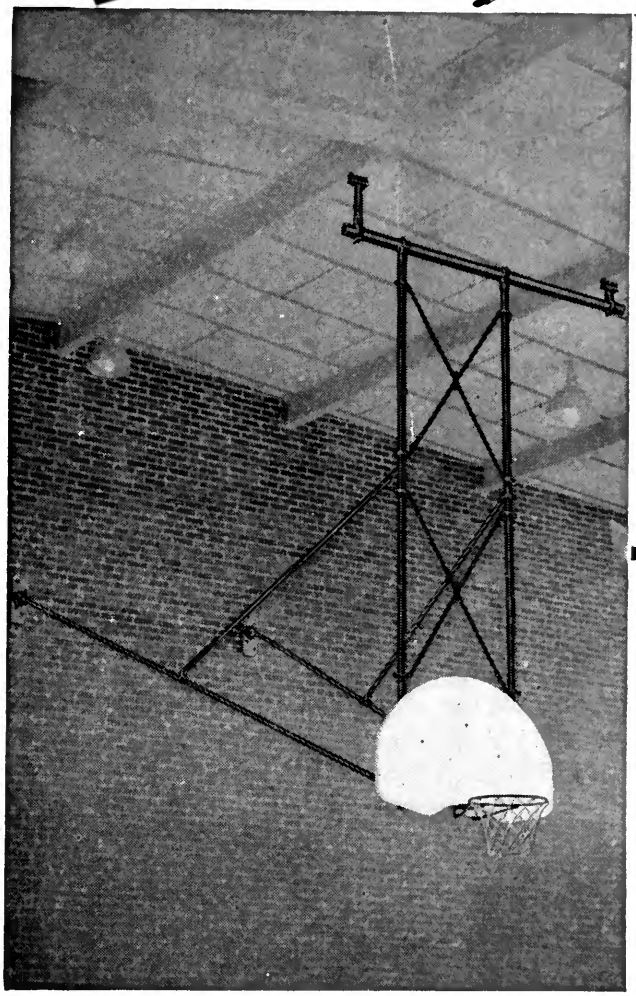

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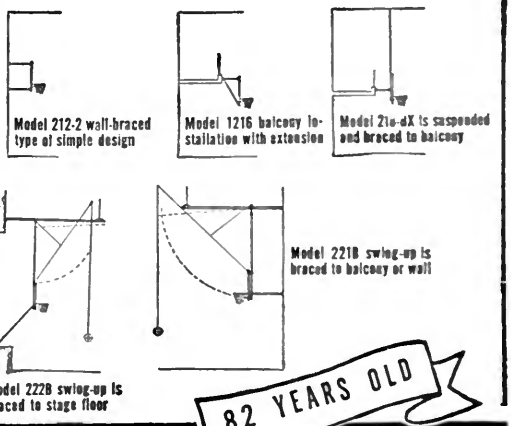
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MEET THE MUSIC MASTERS

Herman J. Rosenthal

RADIO PROGRAMS of exceptional musical merit and superb concerts made available in communities throughout the nation have created a desire, on the part of many, for better musical understanding. As a result, courses in musical enjoyment have been introduced into schools, colleges and social centers thoughout the country.

One such course was recently conducted at the YWCA in Troy, New York, for a period of eight weeks. The group met one evening a week for a two-hour period.

The YWCA executive director, the director of the young adult department and I, after a period of discussion, agreed on the desirability of offering a "Meet the Music Masters" group. Announcements were sent to area school principals, colleges, public libraries, industrial plants and business offices. In addition, news stories and "ads" were inserted in the local paper. The response was favorable and we were ready for our first session.

Class members represented a cross section of business and professional men and women. Some had taken appreciation courses in school and college and desired a refresher course; others were taking a musical enjoyment series for the first time.

Because of the great interest in the symphony orchestra, we chose this medium as our starting point. Pictures were shown of the instruments used in the four sections of the symphony and records were played to illustrate the characteristic tone qualities of the string, wood, wind, brass and percussion instruments. We concluded the first evening by listening to Liszt's "Second Hungarian Rhapsody" and "The First Movement from Beethoven's Fifth Symphony."

At this time, an announcement appeared in the local papers about a series of chamber music concerts that were to be offered at the Emma Willard School in Troy. Since many of the group planned to attend, they asked if we could have an evening of chamber music prior to the first concert. Selections from the trios and quartets of Haydn, Beethoven, Mendelssohn and Brahms were played, and class members soon discovered great beauty in this much-neglected field of music. They learned that it was written to be played in salons, in distinction from music primarily intended for church, theatre and concert hall.

Our third program was to be presented on Halloween night, so it seemed most appropriate to introduce "Dance Macabre" by Saint-Saens and other program music. It became apparent that program music told a story in sound. Other numbers played were "Don Juan" and "Till Eulenspiegel" by Richard Strauss, "Egmont" and "Leonore Overtures" by Beethoven, "1812 Overture" by Tschaikovsky, "Sorcerer's Apprentice" by Dukas and "Les Preludes" by Liszt. A lively discussion resulted on the relative musical value of program versus absolute music.

In observance of the 100th anniversary of the death of Chopin, our fourth evening was dedicated to the great Polish composer and patriot. Salient facts concerning his life were noted, and recordings of his preludes, nocturnes, waltzes, ballads, scherzi and concertos were played.

Our fifth evening was devoted to "Music of the Faiths." Traditional melodies of the synagogue

Author is a musician, music teacher and lecturer.

were played, and the role of music in the religious service was discussed. We then spoke of the significant part played by the church in preserving the melodies of the synagogue. Continuing, we traced the development of music in the church and the important musical contributions of the monks. Compositions by Palestrina and Gregorian chants were played, and our discussion closed with a cursory survey of the great Protestant church music and composers—Bach, Handel and Haydn.

The next meeting of the group coincided with the opening of the 1949-50 Metropolitan Opera season, so we spent "An Evening at the Opera." A brief presentation was made on the birth of opera in Italy in the year 1600. The relative importance of acting, scenery and music was noted, and excerpts were played from "Carmen," "Faust," "Pagliacci," and "Der Rosenkavalier."

An interesting discussion arose on whether opera is enjoyed more when it is presented in the original tongue rather than in English. Class members voted in favor of the former and made the following specific recommendations: (1) to become familiar with the story of the opera; (2) to play or have someone play the leading arias from the opera. We also devoted some time to the oratorio and cantata. Especially enjoyed were selections from "The Elijah," "St. Paul," "The Messiah," "Cantata No. 78" and the "B Minor Mass" of Bach.

"The Concerto" was the topic of our seventh meeting. The "B♭ Minor Piano Concerto" and the "D Major Violin Concerto" were featured. In addition, excerpts were played from the Grieg and Rachmaninof compositions in this form and the Mendelssohn, Brahms and Wieniawski violin concertos.

Our eighth and concluding session was again devoted to the symphony. We started with classic Haydn numbers and progressed through the ultra modern work of Shostakovitch. The group was most enthusiastic about the symphonies and expressed a desire to hear more great masterpieces.

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Feather Fun*

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Feather fun is an interesting art project and requires little equipment: plain paper; folded construction paper; a piece of ordinary window screen, six by six inches; an old toothbrush; water colors (powered tempora paints are best if available, and if not, one may use ordinary water colors with a minimum of water); common pins; white library paste; pheasant feathers; and a picture frame.

First, make the background. Take a sheet of paper, fold it in the middle, and cut a pattern of a vase. Then, pin the vase to the colored construction paper and spatter it with water colors by using the screen and toothbrush.

Second, prepare the feathers for pasting on the background to form the flowers. Pull the feathers from the skin and cut off the lower part, thus forming a flower petal. The size of the petals regulates the size of the flower. Keep the flower about the size of a silver dollar. The long feathers on the wings and underneath the pheasant may be pasted on first as a background for the flower.

Next, form the flower from the petals which have been previously cut. Eight of the feather petals are required to make one flower. Take four and paste them so that they are opposite each other, the tips just touching in the center.

Then take the other four and paste them so that they fill the remaining four spaces, also with the tips touching in the center. Now, one flower is complete. Four or five flowers so constructed are sufficient, providing that they are placed in the paper vase so that their arrangement is balanced.

*(Reprinted from *NEA Journal*)

The Ins and Outs

A dramatic sketch, of twenty minutes duration, for and about teen-agers, has been prepared by the American Theatre Wing for the New York Committee on Mental Hygiene of the State Charities Aid Association. It reveals the relationships of the "Ins"—those who belong to a group—with an "Out"—who tries to belong, but is excluded. A discussion guide for teachers and group leaders accompanies the sketch. Copies are sold in packets at one dollar and two dollars. For further information, write to the National Committee for Mental Hygiene, 1790 Broadway, New York 19.

Winter's Coming—Brr!

"No Sissies!" is the motto of the latest club to be formed among the employees of the Firestone Tire and Rubber Company, Akron, Ohio. The hardy members of this organization, which is known as "The Polar Bear Hikers Breakfast Club," gather at the Firestone Country Club every Sunday morning at nine o'clock. Weather permitting, they play a round of golf. In the event of rain, snow, sleet or any other inclemency of the elements, they hike for an hour, returning to the club for a breakfast of ham and eggs or hot cakes and maple syrup. This program is continued until early in April, when the Polar Bears hibernate until the following winter brings weather sufficiently unpleasant to challenge their endurance. Membership in the club is free—the only charge being for breakfast.

Suggestion Box

Recreation Symphony

A composer—Harold Orlob—has written a symphony called "Recreation," which was introduced at Carnegie Hall in 1948. He has incorporated lyrics to the principal melodies in the score that can be sung by tenor, baritone and female voices. These fall under the titles "Summer," "Autumn," "Winter," "Spring," and are about the recreation pursuits of each season. The score and parts are available to any orchestra which might like to try them. Why not write to Mr. Orlob at the Milton Music Company, 1564 Broadway, for further information?

Art Films

"A Guide to Art Films," compiled for *Magazine of Art* by Dorothy B. Gilbert and Helen M. Franc, has recently been published by the American Federation of Arts, Washington 6, D. C. A first issue was published in 1949 and quickly sold out. The guide lists 353 American and foreign films on art and on crafts, sells for seventy-five cents per copy, or sixty-five cents if remittance accompanies order.

William Parkyn Jackson

William Parkyn Jackson died on June 16th in Asheville, North Carolina, at the age of seventy-seven, leaving a host of recreation friends from coast to coast. A Canadian by birth, he had prepared himself for the ministry, but in the early days of the first World War, left his rural parish in Vermont to join the staff of War Camp Community Service. There followed twenty-one years of devoted, friendly, unselfish service in the recreation field. Throughout the war, he served with distinction as community organizer and, later, under the program of Community Service, Incorporated, promoted community recreation in several states. A number of important cities owe to him the soundness of their fundamental organization for public recreation. For several years in the twenties, he served as district representative for the National Recreation Association.

From the early days of his ministry and all through his years of recreation service, William Jackson was especially devoted to young people. His own youthful spirit was retained throughout his life. Just as in the ministry his major interest was the small community and the rural areas, so in his recreation work he was happiest when serving rural young people. Beginning in 1929, he was one of a team of several association workers who conducted innumerable recreation leadership training courses in the rural areas of nearly every state in the Union. He was warm and down-to-earth in his approach and his natural understanding of the problems and joys of rural life endeared him to the leaders taking his courses. Many of the ideas he used in his teaching were original and were presented with a freshness and enthusiasm that were contagious. Given such simple equipment as a newspaper and a pair of scissors, he could entertain by the hour a small child or a large group of various ages, and end up by having them call for more. He was always "wanted back" by groups because he was a good recreation teacher and because he was Will Jackson. The United States Department of Agriculture, Extension Service, still attests to the great value of this major leadership training project, most of which was conducted with the enthusiastic cooperation of the Department of Agriculture.

Retiring from the recreation field several years ago, Mr. Jackson was not content to be idle, and when he found a church that needed help, he again took up work in the ministry. Along with his ministerial duties in these later years, he was able to devote a surprising amount of his time and energies to recreation. He was greatly beloved by the people he served and, at the time of his death, was Minister Emeritus of the First Congregational Church in Asheville.

One poem, which he liked to quote in honoring others, fits him so well:

Here was a man whose heart was good
Who walked with men and understood.
His was a voice that spoke to cheer
And fell like music on the ear.

His was a smile men loved to see
His was a hand that asked no fee
For friendliness, or kindness done.
And now that he has journeyed on
His is a fame that never ends
And leaves behind uncounted friends.

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Magazines and Pamphlets

Camping Magazine, May 1950
- How to Get More from Your Craft Programs, Eleanor Tinsley.
- We Wanted to Decentralize and We Did, Marion Marshall and Margaret M. Robertson.
- New ACA Standards.
- Further Reports from St. Louis Convention.
- Interfaith, International and Intercultural Camping, George Jonas.
- Good Program Can Put Tennis Interest on the Up-Grade! T. E. Bennett.

NEA Journal, May 1950
- Toward Sane Athletic Programs, John K. Archer.
- Making Room for the Arts, Lloyd L. Waite.
- Summer School Camping at a Blimp Base, Jim Weakley and J. T. Bleier.
- Learning by Hosteling, Elizabeth L. Wadsworth.

Parks and Recreation, May 1950
- Legal Responsibilities and Liabilities, William H. Freeburg.

Journal of the American Association for Health, Physical Education and Recreation, May 1950
- Interschool Competition in the Elementary School —A Committee Report.
- Intramurals in the Junior High School, James H. Watkins.
- "All Is Not Old," Ruth Strode.
- The School Camp—Our Outdoor Classroom, Truda T. Weil.
- How We Do It.

Scholastic Coach, May 1950
- Flicker Ball, Paul C. Sisco.

Park Maintenance, May 1950
- Boating Bonanza, A. R. McPherson.
- Boone's (Iowa) Lodge and Shelterhouse.

Beach and Pool, May 1950
- Shamrock Hotel Pool.
- The Modern Swimming Pool—A Symposium.
- Modern Testing Equipment, F. R. McCrumb.

Public Management, May 1950
- What Next for American Cities? Luther Gulick.
- Trends in Municipal Personnel Practices, David S. Arnold.

Parents' Magazine, June 1950
- Help Your Children Enjoy the Arts, Rhoda W. Bacmeister.

Nation's Schools, June 1950
- Camping Education Can Vitalize the Entire School Program, John S. Carroll.
- Montana Community Transforms Six City Blocks into Elementary and Junior High School Buildings and Playfields, Robert B. Farnsworth and A. V. McIver.

Parks and Recreation, June 1950
- Park Users, Junior Grade, H. Raymond Gregg.
- Teachers in Jeans, Muriel Beuschlein and Dr. James M. Sanders.
- Something's Cooking in Cook County, Robert Mann.
- Wading Pools of Connecticut, J. Henry L. Giles.
- Newark's Water Program, William J. Coleman.

Journal of the American Association for Health, Physical Education and Recreation, June 1950
- Suggested Code of Ethics for Teachers of Physical Education—A Committee Report.
- The College Goes into the Community, Jackson M. Anderson.
- Bringing Archery Indoors, Myrtle K. Muller.

Camping Magazine, June 1950
- A Philosophy of Camping, Harry E. Brown.
- Camp Telescope Project, Frank A. Myers.
- Food Service Comparison Chart, Harold L. Noakes.
- Tuition Refund Protection, Jay Levenson, Jr.
- Your Camp's Overnight Hikes, R. T. De Witt.

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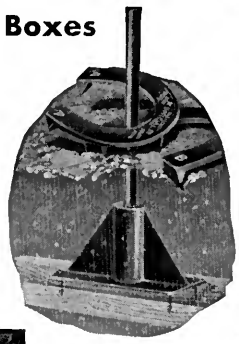

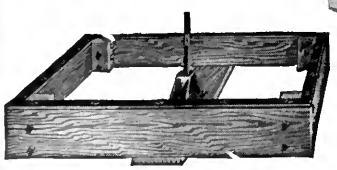

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Books Received

Best Sports Stories 1950, edited by Irving T. Marsh and Edward Ehre. E. P. Dutton and Company, Incorporated, New York. $3.00.

Bijou, the Little Bear, Pierre Amiot. Coward-McCann, Incorporated, New York. $1.75.

"But You Don't Understand," Frances Bruce Strain. Appleton-Century-Crofts, Incorporated, New York. $3.00.

Children's Games Throughout the Year, Leslie Daiken. B. T. Batsford, Limited, New York. $4.00.

Child's First Book of Bible Stories, A, Ann Day Steeple. Hart Publishing Company, New York. $1.25.

Educator's Guide to Free Slidefilms, Second Annual Edition 1950. Educators Progress Service, Randolph, Wisconsin.

Eighty Play Ideas, Caroline Horowitz. Hart Publishing Company, New York. $1.25.

Fifty Nifty Crossword Puzzles, edited by Tom B. Leonard. Hart Publishing Company, New York. $1.25.

Fun After Sixty. Chicago Recreation Commission, Chicago.

High Times, Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York. $2.50.

Hot Rod, Henry Gregor Felsen. E. P. Dutton and Company, Incorporated, New York. $2.00.

How to Organize Your Guidance Program, Edgar L. Harden. Science Research Associates, Incorporated, Chicago. $1.50. Twenty per cent discount on orders of 15 or more.

Illustrated Game Manual, Frank H. Geri. Ernie Rose, Seattle, Washington. $3.50.

Inland Waterway Guide, 1951. Marina Publishing House, Wilmington, North Carolina.

Kit on How to Plan a Home Playground, A. The Recreation Division, Canadian Welfare Council, Ottawa, Canada. $.50.

Oxford Junior Encyclopaedia, Volume IX—Recreation. Oxford University Press, New York. $8.50.

Paganini, Master of Strings, Opal Wheeler. E. P. Dutton and Company, Incorporated, New York. $2.75.

Physical Education Activities for the Elementary School, Jeannette Smalley. The National Press, Millbrae, California. $2.50.

Pirates, Ships and Sailors, Kathryn and Byron Jackson. Simon and Schuster, New York. $2.00.

Planning, Construction and Maintenance of Playing Fields, The, Percy White Smith. Oxford University Press, New York. $6.00.

Rambling Halfback, Wilfred McCormick. G. P. Putnam's Sons, New York. $2.00.

Storytime Tales. Simon and Schuster, New York. $1.00.

Theory of Camping, The, Frank L. Irwin. A. S. Barnes and Company, New York. $2.50.

Travel Fun Book, Frances W. Keene. The Seahorse Press, Pelham, New York. $1.00.

Wing Scout Manual. Girl Scouts of the United States of America, New York. $1.50.

Wonderful House, The, Margaret Wise Brown. Simon and Schuster, New York. $.25.

You Can Make a "Stradivarius" Violin, Joseph V. Reid. Popular Mechanics Press, Chicago. $3.50.

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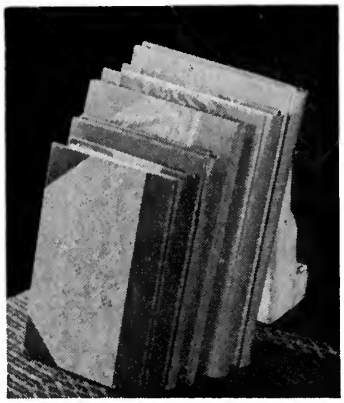

New Publications

Covering the Leisure-time Field

Small Town Renaissance

Richard Waverly Poston. Harper and Brothers, New York. $3.00.

THIS IS a stimulating story of American democracy in action, and of the part recreation can play in democratic planning and action in the typical small American community. It is the history of the three-year Montana Study Project, financed by the Rockefeller Foundation, and carried on under the auspices of the University of Montana.

The history of Montana has been largely the history of the pioneer, of the individualist. Exploitation and subsequent exhaustion of natural resources in many communities have left the state spotted with ghost towns. Lack of opportunity for employment and satisfying living has caused large numbers of young people to leave the state. The study was directed to reviving economic opportunities and developing opportunities for living that would hold existing population and attract new.

The method used was to stimulate local communities to study their own history, needs and resources with the expectation that this would lead to effective, self-initiated action. A carefully worked-out study outline and general guidance were provided by the staff of the study. *Small Town Renaissance* tells the story of several of these local projects. It is significant that recreation played an important part in practically every case cited.

Darby, for example, studied its history and its problems. Wishing to bring them to the attention of the community effectively, it chose a pageant-drama, "Darby Looks at Itself," which pictured the history of the community, its exploitation of local resources, its present problems and ways to meet them. One hundred twenty-five people, a fifth of the population, were in the cast. Saloons and movies closed for the event, and eighty per cent of the population turned out for the performance. As the author states: "Their show, conceived, written and produced by themselves, dealing with the contemporary problems of their town, was the biggest show in the history of Darby . . . There was a unanimous feeling of pride, and rightly so, for in one night Darby had advanced in community democracy perhaps twenty years ahead of many other towns in America. Now they were ready for action."

The history of Stevensville is similar to that of Darby. Here, too, the pageant was the agency in uniting a community for effective action. Its story, as told in "A Tale of the Bitter Root," was witnessed by 2,500 people. The town of Conrad invited the director of recreation of Great Falls to help plan for better recreation opportunities. The contribution of recreation to local democratic action is recorded also in the histories of other communities.

Democracy still lives in the local communities of America, and recreation is an effective agent for cooperative and productive action. But, the possibilities of dramatic interpretation of American democracy have yet to be realized fully.—*Arthur Williams,* Executive Director's Office, National Recreation Association.

Neighbors in Action

Dr. Rachel Davis Dubois. Harper and Brothers, New York. $3.00.

"COOPERATION AND LOVE, not conflict and strife, are the laws of life" might be considered the thesis of Dr. Dubois' *Neighbors in Action.*

Although it is extremely difficult to assume a common set of principles in the field of community relations, good human relationship is a community responsibility. It is because of the awareness of such a difficulty, and the facing of such responsibilities, that Dr. Dubois has set about the delineation of methods and techniques in her book.

The way suggested in *Neighbors in Action* is not (nor is it so claimed) a new way. It utilizes the very basic principle that man fears and dislikes that which he does not know or understand. It promulgates the idea that a change of viewpoint in terms of prejudices is a personal and individual thing.

Part I of the book concerns itself with certain techniques and experiences which a group of heterogenous people used in their journey toward a feeling of kinship. Here, many of the conflicts—manifested through religious, racial, national and social intolerance—were used as a medium through

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which to discover that core of individual and group personality which helps all people to recognize a oneness of both spirit and experiences.

The basic process by which this feeling of new neighborliness is to be accomplished is that of the sharing of specific cultural experiences. The points of likeness, rather than those of differences, are stressed; and the manner in which such likeness and, often, differences may form a bridge of understanding are worked out through program material.

The group conversation method, which is the special technique of the workshop of cultural democracy, sets the stage for discussing and demonstrating racial and ethnic ways of life experience—such as the working, living, courting, worshipping patterns of different peoples. Some observations of this kind of experience include: 1) experience of one group becomes the experience of all; 2) significant and basic desires out of which all human beings fashion cultural patterns are seen to have a common source.

Part II of the book sets forth the necessary techniques, the what, why and how methods, of workshops for cultural democracy, and states the philosophy upon which such processes are based. There are many suggestive points of value for the group and recreation leader; many notable teaching devices for the teacher: 1) the informal and indirect method of approach; 2) the method of finding a common denomination out of which the entire group may operate; 3) the method of integrating and correlating the every-day experiences of people and giving them significance.

I believe that one is justified in saying that the chief need in the field of intergroup education or activity is that of adequately trained leadership. Dr. Dubois, being aware of this fact, has added a chapter on the how. Yet one doubts the possibility of lay leaders using successfully this workshop method if there has been no opportunity to study directly with the author and her staff.

For those—and many of us may be included here—whose intercultural background is limited, or whose approach to creative group activity calls for strengthening, *Neighbors in Action* would prove most helpful as study material. Whether program material may actually be prepared from such study will depend largely upon the inadjunctive powers of the leader and his appreciation of this type of approach to human living and development.—*Grace Walker,* Recreation Leadership Training Specialist, NRA.

Games the World Around

Sarah Hunt and Ethel Cain. A. S. Barnes and Company, New York. $3.00.

THIS COLLECTION of 400 folk games will be warmly received by teachers, librarians, those who work with people of different nations, and particularly by those who arrange and present folk festivals and pageants—even though it contains no dances, music or singing games.

Most of the book is divided into sections describing contests, stunts, relays, active and quiet games of the American Indians and the people of approximately thirty-five different nations.

Each of the sections has almost full-page pen-and-ink illustrations which contain many good ideas for costuming and staging. The authentic titles used for the various activities would lend an international tone to any program on which they appeared.

Chapters and indices, which make for better understanding and use of materials contained in the main body, are also included.

Games the World Around represents a great deal of research and is guaranteed to save many valuable hours for people who have hitherto searched far and wide for materials of this nature.

Dances and Stories of the American Indian

Bernard S. Mason. A. S. Barnes and Company, New York. $5.00.

CAMP COUNSELORS and playground workers who are developing the Indian theme will find this volume of authentic Indian dances invaluable as a source of informative and usable material.

Basic dance steps are described in great detail and further clarified by innumerable stick figure drawings. The dances themselves are equally well explained and diagrammed.

Wherever "props" are needed, complete directions for their construction are included. Hoops, masks, drums, bells and rattles receive their share of attention.

In the part of the book devoted to staging the dances, separate chapters are given to a discussion of costumes and make-up. With the aid of these, and the full-page photographs found throughout the book, anyone otherwise totally unacquainted with the subject should be able to stage realistic and impressive Indian programs and pageants.

This book will also be of inestimable worth to the novice in the field of Indian affairs.—*Mildred Scanlon,* Recreation Leadership Training Specialist, NRA.

How to Turn Ideas into Pictures

H. E. Kleinschmidt, M.D. National Publicity Council for Health and Welfare Services, Incorporated, New York. $1.00.

THE NATIONAL PUBLICITY COUNCIL has come out with another of its good how-to-do-it materials. This pamphlet, complete with amusing diagrams, was especially written for workers in social welfare, health, recreation and so on, who publish materials of their own, and explains how to illustrate ideas with pictures and to express them in ways other than with words. Excellent resource material for the planning of annual reports, publicity material, printed programs and posters is included. Other titles on the council's list are: *Annual Reports—How to Plan and Write Them, How to Make a Speech and Enjoy It, Pamphlets That Pull, Planning Your Exhibit, The Public Relations Committee, Radio — How, When and Why to Use It,* and *Working with Newspapers.*

Recreation Leadership Courses

(Sponsored jointly by the National Recreation Association and local recreation departments)

October and November, 1950

HELEN DAUNCEY Social Recreation	National Recreation Congress October 2-6	See footnote
	Hayneville, Alabama October 16-20	Miss Hulda Coleman, Superintendent of Schools, Lowndes County
	Talladega, Alabama October 23-27	F. L. Harwell, Superintendent of Schools
	Birmingham, Alabama October 30-November 2	Dr. I. F. Simmons, Superintendent of Schools, Jefferson County
	Elba, Alabama November 6-10	K. G. Krook, Superintendent of Schools
	Wetumpka, Alabama November 13-17	J. R. Formby, Superintendent of Schools, Elmore County
	Montpelier, Vermont November 27-December 1	Mrs. A. O. Brungardt, Vermont Director of Recreation
ANNE LIVINGSTON Social Recreation	National Recreation Congress October 2-6	See footnote
	Kansas City, Kansas October 16-20	Edmun A. Ash, Director, Recreation Commission, City Hall
	Colorado Springs, Colorado October 23-27	Jay VerLee, Director of Recreation, Civic Auditorium
	Great Bend, Kansas November 6-10	Carl Soden, Great Bend Recreation Commission
	North Central District November 13-24	——
MILDRED SCANLON Social Recreation	National Recreation Congress October 2-6	See footnote
	Galveston, Texas October 9-13	William Schuler, Superintendent of Recreation and Parks, Menard Community Center
	Seguin, Texas October 16-20	George A. Lewrey, Superintendent of Recreation, City Hall
	Amarillo, Texas October 23-27	Jack Hans, Superintendent of Recreation, City Hall
	Wichita Falls, Texas October 30-November 3	Raybon W. Porter, Minister of Education, First Methodist Church, Tenth and Travis Streets
	Tyler, Texas November 6-10	Robert Shelton, Director of Parks and Recreation, City Hall
FRANK STAPLES Arts and Crafts	National Recreation Congress October 2-6	See footnote
	Akron, Ohio October 9-20	A. E. Genter, Superintendent of Recreation, 325 Locust Street
	Hammond, Indiana October 23-November 2	J. N. Higgins, Director, Board of Parks and Recreation
	Elkhart, Indiana November 6-17	K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building
	Springfield, Illinois November 20-24	H. Francis Shuster, Superintendent of Recreation, City Hall
GRACE WALKER Creative Recreation	National Recreation Congress October 2-6	See footnote
	Tampa, Florida November 27-December 1	Mrs. Margaret Hamilton, Director, City Recreation Department, 710 Harrington Street

A series of four training sessions in each of the following fields will be offered at the National Recreation Congress in Cleveland, Ohio, October 2-6; Arts and Crafts, Drama, Social Recreation. NRA leadership training specialists will be in charge. Any registered delegate at the Congress may participate in this training program.

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A Merry Christmas and a Happy New Year

Here is a list of games, festivals and parties for your Christmas and New Year's celebration. These publications may be ordered from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Case of the Misbehaving Toys, The (MP 408)—Play for girls and boys with drills, clown dances, and so forth . . . . $.10

Christmas Book, The—Just about everything for your Christmas festivities . . $.50

Christmas Carol Sheets—Words for the familiar carols . . per hundred $.80

Christmas Customs and Legends Around the World (MP 255)—Christmas pantomime . . . . . $.10

Christmas Masques, Festivals and Pageants with Music (MP 406)—Bibliography $.10

Christmas Music (MB 216)—Bibliography . . . . . $.10

Christmas Novelties for Everyone—Colorful, illustrated pamphlet that gives directions for a variety of items—such as ornaments, panels, Christmas packages, table decorations, peep shows, and so forth . . $.10

Christmas Pageant, A (MP 378)—Includes dances, drills and dramatics . . $.15

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Christmas Party Fun (MP 409)—Variety of games . . . . . $.10

Christmas Plays for Juniors (MP 404)—Bibliography . . . . . $.10

Christmas Suggestions for Children (MB 798)—Games and puzzles, favors and gifts . . . . . $.10

Christmas Tree Ornaments from Egg Shells (MB 1133)—Simple crafts project . $.10

Community Christmas Party, A (MP 295)—Suggestions for a big celebration . $.15

Dicken's Christmas Spirit (MB 1268)—Party based on the characters of *A Christmas Carol* . . . . . $.10

Festival of Light, A—Program for Christmas incorporating the Christmas and Hanukkah festivals . . . . . $.10

Here We Go A-Caroling (MB 1897)—Carol program suggestions for reader and choir or reader and soloist . . . . $.10

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Polar Christmas Party, A—Fanciful setting for a novel party . . . . . $.10

St. George Play, The (MP 56)—Traditional Christmas play for mummers . . $.10

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Stories of the Christmas Carols (MP 60)—How the most famous carols came to be written . . . . . $.10

For New Year's

Crown Your Twelve Months Merrily (MP 265)—Twelfth Night party . . . . $.10

Here's an Idea—New Year's Hats and Noisemakers (MB 1910)—How-to-make directions . . . . . $.10

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Watch Night Party (MP 346)—Games, relays and stunts . . . . . $.10

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THE MAGAZINE OF THE RECREATION MOVEMENT

NOVEMBER 1950

Editor, JOSEPH PRENDERGAST
Managing Editor, DOROTHY DONALDSON
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Vol. XLIV Price 35 Cents No. 6

On the Cover

Thanksgiving! And the well-worn picnic basket goes to school carrying turkey sandwiches. In the days of childhood, what can be more exciting than a holiday treat?

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COMING NEXT MONTH

The December magazine will be the Congress issue, carrying highlights and news of the national recreation meeting in Cleveland. "Untapped Possibilities," an evening address by T. R. Mullen, president of the Lehigh Structural Steel Company, suggests a plan for obtaining help in the financing of recreation. There will be ideas and suggestions for your Christmas party; an article on the Philadelphia project of clubs for older folks; stories about village drama in England and a children's theater in our own South; an article giving an excellent picture of American Youth Hostels, its services and various types of memberships.

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The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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Hydrology and Water Recreation

William (Cap'n Bill) Gould Vinal, Ph.D.

• A fish probably takes water for granted. A dweller in a city also takes water for granted; but cut off a city water supply by sabotage or an atomic bomb, and there would be a panic in a matter of hours. The rustic who believes that he can divine water by a forked stick is better off in his thinking as there is ground water everywhere. There is no doubt that the public, if it knew water facts, would vote that the science of water control and water recreation should remain inviolate, each to the other. The public has not been aroused to express its will water-wise.

Take the matter of reservoirs and water sheds. Like Arabs of the night, hydraulic engineers silently set aside millions of acres every year. They take the most rugged, scenic, wild areas to be found. Since the human animal will foul his own water supply, he has been ruled out by legal signs and high wire fences. Consider the Quabbin Reservoir—the second largest lake in New England. To build it required the wiping out of four towns, the moving of nearly thirty cemeteries, and a sixty-mile aqueduct large enough to drive a truck through to metropolitan Boston. The only intended recreation was waterscapes. After considerable misgivings, however, fishermen are allowed to stand on shore at specified spots and cast for fish. There are other public reservoirs where boating is allowed and water sheds where camping exists —but not at Quabbin.

The reports on rain making read like fairy tales. Rain makers, like artists, are interested in the tall, billowing, wool-packed clouds. Dr. Wallace E. Howell, from Harvard's Blue Hill Meteorological Observatory, has been seeding promising clouds with silver iodide. The Catskills have been deluged with the heaviest rainfall in the last fifty years. In the meantime, New England is twenty-eight per cent short. Whether or not New York City stole New England rain, the result is the same. If New York City is improvident with reservoirs, there may be need of a law to compel it to let New England's rain alone. Dr. Howell may be a witch apprentice. New York City is voting to renew his contract for another six months. The new technology of rain making is too young to make final conclusions. In any case, floods or drought are not conducive to recreation or the good life.

The story of flood controls is equally dramatic. On July 28, 1950, the dam across the Nubanusit River in New Hampshire, part of a 2.5 million dollar project, was dedicated to the memory of Edward MacDowell, American composer. The waters of Nubanusit come from lakes of many uses. Half Moon Pond is one hundred per cent recreation, being owned by Sargent Camp. Harrisville Pond furnishes power for a typical New England textile mill. Summer cottages are already being built elbow to elbow on its shores. This may be suggestive of a new surpassing value for the lake. Child's Bog has been raised to join Silver Lake as a public water supply. Bogs and their rare plants are becoming less and less. Nubanusit Lake is held in trust by an exclusive summer colony. These are four typical ways of eternally locking up lakes from the public. It is fortunate, indeed, that an old colonial access law set aside the idea that commoners can go fishing. It's a travesty that we, the people, haven't done much thinking in the last 200 years about public waters. It is later than we think for casting a covetous eye on what we have left.

Another striking fact is bound to come home to roost. Too many teachers and recreationists hardly ever give a flood project a passing glance; too of-

"Cap'n Bill" Vinal, who formerly served as nature specialist with the NRA, is at present head of recreation training, Massachusetts University, Amherst.

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ten they fail to see its possibilities for recreation. The Nubanusit River, for instance, presents eleven miles of spectacular scenery winding through New Hampshire meadows of white and yellow water lilies, and is studded by blue pickerel weed and gay swamp milkweed. Beaver, wood ducks and fish abound; even deer come down to water.

Water wilderness, however, can still be enjoyed by all people. That idea was perfectly clear when Thoreau and Emerson visited Mt. Monadnock a hundred years ago. All this public domain and the wildlife thereon once belonged to the Indians, individually and collectively. It could again become a wildlife refuge for the enjoyment of folks of the Monadnock region. Rumor has it that the state conservation department of New Hampshire contemplates leasing the flood area from the Federal Government for just that purpose. However, there is not much evidence that the public cares whether it is set aside or not. If, therefore, the ideas inculcated in children by New Hampshire camps—if the ideas of canoeing, naturing and outdoor living live on—we can imagine that someday the ears of the present citizens will burn aplenty if they fail to provide water enjoyment for the future.

A much closer approach to the commonweal has been attained by conservationists who have rehabilitated a farm in one day. Such events have occurred in most states. Each program, like a big football game, attracts an audience of 50,000 people. Volunteers run tractors and plows to prevent erosion. Bulldozers scoop out ponds for fire protection and to furnish spring water for stock. Conservation experts advise the owners on how to use the pond for fishing, boating and swimming. As a result of these good neighbor demonstrations, thousands of farms now have scientifically-planned ponds which include possibilities for recreation. And, indeed, should not everyone know a pond from childhood?

Leaders are needed *to arouse the intelligent appreciation of water resources.* Looking ahead can become the American habit in the aquatic wilderness as well as in the forest wilderness. Recreationists must see to it that our water resources for recreation do not run out on us.

Hopeful and encouraging trends in this whole problem are the present activities of the Federal Government in studying the recreational use of the nation's water resources, and the appointment of the President's Water Resources Policy Commission. This commission has asked the Federal Inter-Agency Committee on Recreation to act as a subcommittee of the commission. For further information, see Joseph Prendergast's Newsletter of May 1950.—Ed.

Midcentury National Recreation Congress

Summary and news of the 32nd National Recreation Congress, held in Cleveland, October 2-6, 1950, will appear in the December 1950 issue of RECREATION.

Things You Should Know . . .

• THE AMERICAN ASSOCIATION of Health, Physical Education and Recreation has recently joined the American Institute of Park Executives, the American Recreation Society and the National Recreation Association on the Committee on Surfacing Recreation Areas. It has named two representatives to the committee—Harry C. Thompson, Director of Recreation, Department of Education, Great Neck, Long Island, and John A. Johnson, Supervisor of Health and Physical Education, Department of Education, Des Moines, Iowa.

• FOLLOWING UP the Washington conference—held in January by the Federal Housing and House Finance Agency—the National Recreation Association and the Housing Facilities Branch of the PHA have conferred repeatedly regarding the important problems of providing the necessary recreation facilities and leadership services for residents in housing projects. NRA district representatives are prepared to help communities in working out suitable plans of cooperation. The approach to such plans is not from the standpoint of the housing project but in terms of the needs of the residents of the entire neighborhood. A study of a substantial number of cities, in which there now exist both recreation departments and housing authority projects, emphasizes the need for early local cooperative planning.

• A NOVEL METHOD of helping assure the development of park and recreation facilities in new subdivisions of land has been devised by the city authorities in Claremont, California. They have ruled that subdividers of land within the city are to pay a fee of twenty-five dollars per lot, the funds to be used for park and recreation purposes. A somewhat similar ruling was put into effect in Whittier, California. The NRA would like to hear of other communities that have taken steps to assure the provision of recreation areas in new subdivisions.

• FORTY-SEVEN GRADUATE STUDENTS were reported on the campus of Indiana University last semester, all working for an advanced degree in recreation.

• THE COMMITTEE ON EDUCATION of the American Institute of Park Executives has received the approval and endorsement of that organization for the establishment of regional institutes throughout the country—each affiliated with a college or university. Various park and recreation associations will serve as co-sponsors. The New England Institute of Park and Recreation Administration was held at Springfield College in September, Richard S. Westgate of the NRA attending. Registrants represented forty-five organizations from six states.

• ONE PROFESSIONAL AND ONE LAY MEMBER will represent each organization participating in President Truman's White House Conference on Youth in December, 1950. Otto T. Mallery, chairman of the board, and Joseph Prendergast, executive director, will attend for the National Recreation Association.

• AMONG FIRST STEPS in strengthening National Recreation Association district services are not only the realignment of districts and the taking on of additional district staff, but the opening of district offices. As a start, the Great Lakes district office is located in Toledo, that of the Pacific Northwest in Seattle, the Pacific Southwest in Los Angeles, the Middle Atlantic district in New York City, and the New England district in Boston.

• FLORIDA RECREATION EXECUTIVES are planning a meeting to discuss the recreation needs of servicemen in their communities.

• THE NATIONAL RECREATION ASSOCIATION has been asked to be one of the sponsoring agencies of a working conference in physical education for elementary school children to be held in Washington, January 10-17, 1951, and to appoint an official representative to attend. Arthur Williams, of the NRA staff, will serve in that capacity. The conference is being financed by the Athletic Institute of Chicago.

Errata

On this page in October, 1950, the article by Joseph Prendergast, Executive Director of the NRA, to appear in the October issue of the *Journal of the American Association for Health, Physical Education and Recreation* was "The Areas of Cooperation Between the National Recreation Association and the American Association for Health, Physical Education and Recreation."

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Reproduction of an original painting, "Say Yes to Your Faith," by E. F. Ward, courtesy of United Church Canvass—an interfaith agency.

THANKSGIVING

We thank Thee, Lord,
For all Thy Golden Silences—
Silence of moorlands rolling to the skies,
Heath-purpled, bracken-clad, aflame with gorse;
Silence of deep woods' mystic cloistered calm;
Silence of wide seas basking in the sun;
Silence of white peaks soaring to the blue;
Silence of dawnings, when, their matins sung,
The little birds do fall asleep again;
For the deep silence of the golden noons;
Silence of gloamings and the setting sun;
Silence of moonlit nights and patterned glades;
Silence of stars, magnificently still,
Yet ever chanting their Creator's skill;
Deep unto deep, within us sound sweet chords
Of praise beyond the reach of human words;
In our souls' silence, feeling only Thee—
We thank Thee, thank Thee,
Thank Thee, Lord.

—John Oxenham

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"Today there is great concern over the family . . . Undoubtedly family life is beset with many problems and handicapped by a variety of obstacles."—Lawrence K. Frank in THE SURVEY.

"WHAT MAKES IT BOUNCE?"

John W. Faust

WHAT DOES MAKE home life bounce anyway? What is it that gives it the tang of salt air, the pungency of balsam and pine, the sparkle of a crisp, snowy winter morning? Is it work? This is essential in order that we may live and count for plus one in the scheme of things.

Is it worship? This is the fibre of it. Worship is essential for depth and steadiness in life.

Is it love—not supine, but militant love with its attributes of infinite patience and deep understanding—love of home and homeland, love of friends, of family, of one's fellow man, of beauty in all things? This also is absolutely essential. Without love, color, tang, zest, great inspirations are absent from life.

Work, worship, love are necessary, but given these life lacks resilience; is a car without springs unless we add that great leavener—*play*. Truly play makes life bounce. The leisure of life without play is dull and drab.

Through play or recreation, living is enriched and we keep physically and spiritually fit. Through play in leisure hours, we find our great opportunity for self-expression, for growth and development, for achieving cultural and spiritual heights. Music, drama and pageantry, creative art, literature and recreation, all forms of play, are absolutely essential to the enrichment of the life of the individual and of the home.

I cannot overemphasize to you the vital importance of building a tradition of play and recreation in your home life. That home is dead, whether it knows it or not, which neglects to set aside leisure hours for the attainment of the higher things of life—for worship, for joyous family recreation, fun in games, creative expression in art, music, dramatics and in handcrafts. No home can hope to hold, nor appreciably influence, its adolescent youth which has done nothing to enrich the minds of its youth with such happy memories of family play time.

There is such a wealth of things which can be done for the enrichment of the family play life that no one need be at a loss. There isn't time to suggest many of them. Let me name just two which combine many interests.

One of the simplest beginnings of building the tradition of play is the family evening "at home," when father and mother and the children make no

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Mr. Faust is well-known as Middle Atlantic district representative for National Recreation Association.

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outside engagements and plan to spend an hour or two together on the same night each week for reading aloud, music, storytelling, story dramatization, handcrafts and a host of other things which families can find to do together. The responsibility for making the thing go, of course, rests upon Father and Mother. We should be alert, however, to the rich things which our children have to contribute from their own experience in school. It is important that the planning for these evenings should be a family affair and not just a parental one.

As a setting for the other suggestion, may I make a plea that we set aside the evening meal for dining—that almost lost social art. At least one meal a day should be eaten with leisure and spiced with interesting conversation and social joy in each other's company. Here is the suggestion: one family, in order to furnish a conversation reservoir for this, spent a winter in learning about the industry, husbandry, art, sciences and history which lie back of bringing the simple things of everyday use to the home—the silver, linen, furniture, china, glassware and rugs. At the evening meal, this became the fascinating topic of much of the conversation.

Just these two things—the at-home evening and dining one meal a day—will add much to the zest and joy of home life.

One last word—I want to make the most earnest plea to you that I possibly can to turn inward to the home your clearest thinking, vision and imagination and your deepest devotion to the end that its life may richer, fuller be.

Our homes are the wellsprings of our community and national life. If they are not crystal clear and pure and sparkling, how then can we ever hope to achieve a deep, clean, powerful and steady-flowing stream of national life?

A Home Recreation Contest

DURING THE SPRINGS of 1949 and 1950, a home recreation contest was conducted in Alameda and Contra Costa counties in California, as a joint project of the recreation departments of the cities and towns in these counties, of the sixteenth and twenty-eighth districts of the California Congress of PTA's and of the *Oakland Tribune,* the local newspaper.

Acting upon a suggestion from Oakland's superintendent of recreation, Robert W. Crawford—who also is serving as state recreation chairman for the PTA Congress—the recreation chairmen of the sixteenth and twenty-eighth district clubs developed a program contest to encourage the creation, development and improvement of recreation facilities in and around the home for all age groups, in the belief that homes which have recreation as a regular part of their lives are happier homes.

It was found to be advantageous for the PTA districts to handle their own contests since they had the opportunity of getting closer to the neighborhood groups. The contest was divided into three divisions—for an indoor play area, an outdoor play and recreation area, and an outdoor living area. The last was judged on its attractive landscaping and planning for the comfort of family and friends. The contest was open to all residents but was restricted to one entry from each family.

March first was set as the initial day for entries, and April first as the closing date. Judging took place during the last of May (there were approximately seventy-five finalists) and winners were announced the first week in June. Projects were judged only upon the amount of work done since June of last year. Winners were awarded handsome plaques—one for each classification—and duplicate awards were given as there was no competition between districts.

It was stressed throughout the contest that any home improvements should be of the sort an average person could carry out without too much expense, and which could be accomplished in a few well-spent week-ends in the backyard or basement.

A twenty-five page small booklet of suggestions and actual specifications was printed by the newspaper for free distribution. Valuable tips on increasing indoor recreation by utilizing a basement or spare room and for adding a sandbox, playhouse, pond or pool, backyard apparatus, game courts in the driveway and game standards to the outdoor play area were included. A copy of this contest booklet may be secured by writing to Mrs. Helen Iverson, General Supervisor, Oakland Recreation Department, 21-12th Street, Oakland 7, California.

Home Parties*

Mabel-Ruth Jackson

MR. KEENAN, the plumber, came from the kitchen where he had been making repairs, and stopped by the dining-room door. The table was decorated with colored crepe-paper runners. Dainty paper cups, filled with tiny gumdrops, were at each plate, along with odd-shaped place cards.

"Having a party?" he asked.

"Just for the family," I told him, smiling.

"A birthday?"

"Yes—the birthday of our state."

And, because he looked interested and because I knew he had small children of his own, I told him of the plan I had devised and was carrying out.

"My youngsters, like all children, love parties," I began. "But they always used to be fretful and tired after one, and I had trouble calming them down. Then I conceived the idea of having quiet little parties for them here at home—for extra occasions—which would please, but not excite them."

"Say, I wish you'd tell me more about it!" Mr. Keenan exclaimed. "I've heard my wife say she dreaded parties because the children were so unmanageable afterwards."

"I find now, that when an outside party does come, my boys take it much more quietly," I said. "They're—well, you might say, *conditioned.*

"I had to hunt for occasions other than the well-known ones in order to give them a party once a month. Valentine's Day and April Fool's Day, also Washington's and Lincoln's birthdays were easy. I looked up other anniversaries—Flag Day, Arbor Day, Columbus Day, and birthdays of persons of note who are not nationally honored.

"This month, as you see, we're celebrating the day our state was admitted into the Union. Every state has a motto and a flower—which helps."

Mr. Keenan looked at the place cards. "Maps of the state," he remarked.

"Yes, my older son made these from drawing paper, and my kindergarten boy colored them and cut them out. They needed very little assistance from me."

"Say, that's pretty good!" Mr. Keenan said admiringly.

"The cards aren't very even, but that's not important. The children are so proud of their work, that they can hardly wait until their father comes home so that they can show it to him. I think it's good for the boys to find that things they have learned at school can be put to practical use."

Mr. Keenan nodded approvingly. "You're right about that."

"There's another benefit from these parties," I added. "The children are the guests. We encourage them to talk, but in turn; that is, they learn not to interrupt but to listen carefully to what the other person is saying. This evening, their father and I will tell them some simple, interesting facts about their home state, and we shall be prepared to answer any questions which they may ask."

"Isn't that a rather large order?" grinned Mr. Keenan. "I'd have to study up."

"Oh, believe me, we do, too," I laughed. "Later we may sing our state song and read a poem or story connected with some incident in the state's history or about a famous native son."

"You know," said Mr. Keenan heartily, "I'm all for this! It seems a grand way to get the youngsters to stay at home. I'm going to pass the idea on to my wife. Thanks a lot for explaining it to me; it's going to be of great help."

* Released through the courtesy of the National Kindergarten Association, 8 West 40th Street, New York City.

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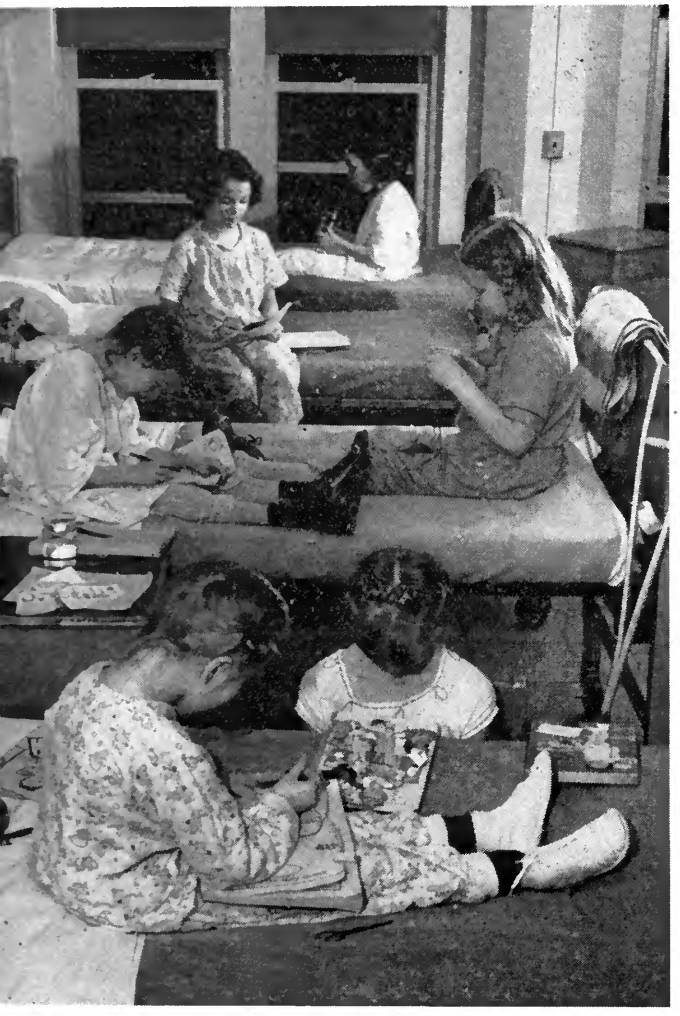
A LITTLE BIT OF HAPPINESS



It's time out for a little relaxation in the girls' ward. Recreation periods offer welcome relief from treatment and boredom accompanying hospitalization.

ANYONE who has been confined to a hospital or to a bed at home is well-aware of the drudgery of such long, idle hours. Seemingly wasted hours spent in bed drag tediously; seconds seem like minutes, minutes like hours.

It's hard enough for adults to stay in bed day after day, but it's even greater misery for children, who must shackle their youthful enthusiasms.

Confronted with an idleness problem on a year-round basis, officials of the Sister Elizabeth Kenny Institute in Minneapolis have instigated a program that they believe is successfully alleviating the problem.

Realizing that idle hours give their polio patients time to worry about their illnesses, Kenny personnel handle the program on the theory that occupied hours are swiftly passing, happy hours. Kenny personnel thus offers patients many opportunities to occupy their leisure time by participating in various types of recreational pastimes.

This recreation program might well be considered an important phase of the over-all treatment at the institute. Many of the patients, who are mainly children, are hospitalized for as long as a year and some for even two years. In the case of younger patients, it means being confined during what is usually the most active part of their lives. The older patients, on the other hand, are usually attacked by the disease at a time when they

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Author wrote this article while working for the Kenny Foundation. At present, Wally Lutz is a reporter on the Sioux Falls Daily Argus Leader in South Dakota.

Wally Lutz

- Kenny Style

The May Day rulers interrupt their reign for important business.

have determined their life's work. Thus, many feel that this malady will alter long-planned ambitions.

At any rate, all patients could easily harbor a continual, silent fear of their useless arms or legs if it were not for the recreation periods.

Undoubtedly, the biggest event in the recreation lives of the patients is the monthly party that is planned and presented either by the patients or the recreation director, Helen Downs. Parties are given on Valentine's Day, the Fourth of July, at Halloween and at Christmas. The patients also celebrate birthdays at smaller parties, go to the Shriner's circus every year, and have special event parties. An example of the last was the Hollywood party where patients designed their own costumes and produced skits impersonating motion picture stars. (See "Hollywood Night," December 1948 RECREATION.)

Outside entertainment is occasionally brought in, but it has been found that the patients usually get restless if too many parties are conducted without their help. Thus, most of the affairs are conducted with patient participation, with community singing one of the more popular events. Miss Downs thinks that the patients would stay up all night singing songs if they were permitted to do so.

She has found that planning a party theme that will satisfy all patients is a difficult job indeed because of the wide range in ages and in tastes. However, the friendly family feeling at the institute has assured the success of all affairs. The patients seem to enjoy getting together (there are separate wards for boys, girls, men and women) for many find that this companionship replaces the loneliness of home life where there are no brothers or sisters.

To understand how a party is planned and presented, let's take a look at one of the past parties and see how it operated.

Arrangements were made so that Ralph Edwards, master of ceremonies of the "Truth or Consequences" radio program, would stop at the institute while on a personal appearance tour in Minneapolis. A few of the "trusted" polio patients were told of the visit, but were cautioned to keep it a secret. Within a few hours, everyone in the building knew of the party although no one would admit he knew.

This type of "secret" party created great interest in the coming event. The party was to be conducted just as the radio program is held, only the patients would take over, even down to the commercials advertising "Mud," that new washing sensation. Ralph Edwards would be on the program but as a contestant.

The excitement reached its peak on the night before the show. Practically all the older patients, who wore loin cloths during the day to facilitate treatment, prepared—as they usually did for all parties—to wear street clothes. Each patient was made to feel that he was a vital part of the party.

Although everything seemed to go wrong at the final rehearsal, the party night was a big success and reached its climax when Ralph Edwards was squirted with seltzer water for missing a question.

All parties are held in the boys' ward, which is

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At "Truth or Consequences" party, Ralph Edwards gets a shower.

the largest. Whenever there's a party, all the beds are pushed to one side of the room. Patients who can't sit up are brought in first for preferred positions. Patients in wheel chairs move in next, followed by those who are relearning to walk.

Nurses and ward aids keep a close watch on all patients and remove any who seem to be getting fatigued.

Whatever the party, whether it's a May Day or Halloween party, it remains in the minds and conversations of the patients for days before and after each event.

Friday night is officially designated as movie night. Serials, cartoons and recent popular hits are shown. Every once and a while, the patients are blessed with a "rip-snortin" Wild West thriller. Some of the younger patients carry their cap pistols to the show and live every minute of the hero's life. Most of the girls seem to like these westerns and are just as boisterous as the boys when "there's danger a-brewin', pardner."

Actually, Friday isn't the only night for movies since eight television sets, donated by different organizations, supply movies every night. The younger patients, who haven't seen much television, watch the screen for hours, entranced at anything that comes over the airways. Older patients are a bit choosy about what they watch.

Generally speaking, the patients have few nights planned for them, recreationally. Miss Downs wants to get away from any feeling that a patient cannot plan his own recreation and, therefore, each chooses his own pastime on most occasions.

He decides what he wants to do on a particular evening and one of the Kenny personnel, or a volunteer worker, does his best to fulfill that wish if it is reasonable. However, not all requests can be granted. For example, a red-headed young man recently called Miss Downs over to his bed and very seriously asked if he could have two fencing swords.

"My pal and I could fence each other from our beds without getting up," he said. He was persuaded to try another means of entertainment.

Patients pass the time by painting, weaving, making bracelets, knitting, coloring, cutting, playing games or popping corn.

Older men find leather-making both enjoyable and profitable. Having had lessons from an expert brought in by the institute, these men and some younger boys make and sell belts and sandals. Some of the men intend to continue this work when they have been discharged.

Most of the older women prefer painting. One woman likes to specialize in peasant paintings; while another has learned the art of coloring photographs.

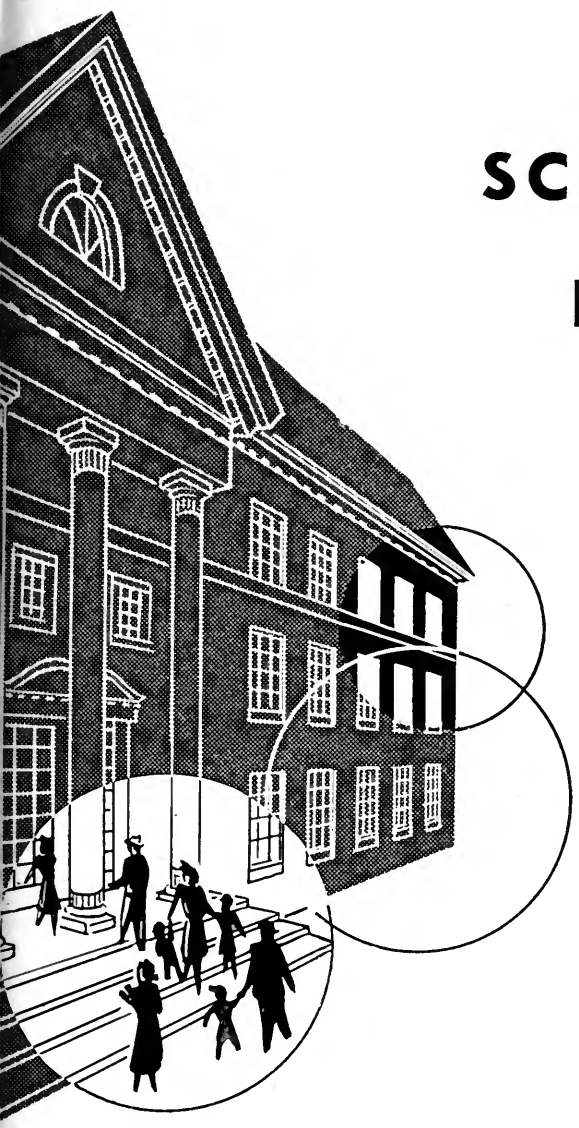
Tuesday night is music night for children under six who have formed a rhythm band composed of sticks, triangles, rattles and tambourines. Using a piano as accompaniment, they play songs and sing for an hour. They're really proud of their organization.

On the whole, the morale of the institute leaves little to be desired. During the patients' waking hours, the institute is constantly ringing with laughter and the happy voices of patients who are victims of one of man's worst enemies—poliomyelitis. If a patient chooses to be gloomy, he is soon kidded out of it by the rest of the group.

When a patient gains in his fight against the common foe, there is no jealousy, but a sincere happiness for the improved patient. Tears come to the eyes of many a departing patient who has won his battle—but is still sorry to leave.

Just how much the recreation benefits affect the general feelings and attitudes of the patients cannot be determined, but recreation has found a permanent home in the Kenny Institute.

"Having fun is the inalienable right of every American citizen. Having fun is the crowning ritual of national life in America."—*C. A. Lejeune.*



THE USE OF SCHOOL BUILDINGS FOR RECREATION

This material was assembled and summarized by H. CLIFTON HUTCHINS of the planning staff, National Recreation Association.

• Extensive use of school buildings for community recreation and effective cooperative relationships between school and recreation authorities, in the conducting of school centers by recreation departments, are revealed in a study made early in 1950 by the National Recreation Association. The study, limited to the recreational use of facilities in school buildings by municipal recreation departments and community recreation organizations, affords evidence of an increasing readiness on the part of school authorities to make their buildings available for use as community recreation centers. It was designed to reveal the nature and extent of such use, the limitations, if any, imposed by school authorities, the methods of financing, and the administrative arrangements for cooperation between school and recreation departments.

The inquiry was limited to communities with a recreation executive, a year-round recreation program and a better-than-average cooperation between school and recreation authorities in the recreational use of school buildings—as reported by field workers of the association. Cities in which the recreation program in school buildings is conducted by the school authorities were not included in the study. Usable replies were received from 105 superintendents of recreation, to whom the principal inquiry was addressed. The communities from which a response was received are located in thirty-two states, and include localities with a wide range of population.

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The conditions and opinions reported in this selective study cannot be considered as representative of the country as a whole, but they do afford a true picture of the recreational use of indoor school facilities in cities where year-round recreation departments conduct community programs in school buildings. Much of the information submitted by the recreation executives is tabulated and recorded in the pages which follow.

Summary of Findings

The situation, as regards the use of school buildings by recreation departments in the 105 communities covered by the study, may be summarized as follows:

School authorities make available to the recreation department all types of indoor facilities which are suitable for use in the conduct of recreation programs. Gymnasiums, auditoriums and attendant service rooms are used more frequently for recreation and in more cities than other school facilities.

Many types of school facilities, now used in a few cities, would be made available to more recreation departments if these departments had the personnel with which to conduct a program in them.

Weekday evenings and weekdays after school are the most popular times of use for recreation, with somewhat less use on school vacation days and Saturday mornings, and little use during school hours.

There is a widespread disposition on the part of boards of education to make their publicly-owned facilities available for community use with as few limitations as possible. Few boards impose unreasonable restrictions which interfere with the effectiveness of the recreation program; the "no smoking" rule is the only such restriction frequently reported.

More than one-half of the school authorities share in the cost of the recreation program; approximately one-fourth contribute funds to the recreation department or carry a recreation item in their budget. One-fourth of the recreation departments are not required to make any payment for the use of school buildings; the others merely meet the cost of custodial service, pay a rental fee for the facilities used or carry other use charges.

The recreational use of school buildings is sometimes reciprocated by school use of municipal recreation properties.

Board of education requirements as to numbers or kinds of personnel to be employed in schools used for recreation are few and reasonable; they usually call for less personnel than the recreation department would, in any case, require for its program.

Membership of a school board member on the recreation board is the most common administrative device for facilitating cooperation between school and recreation authorities; nearly half of the cities report it.

Periodic joint meetings of school and recreation boards or staff members, assignment of school personnel to the recreation staff, and joint employment of administrative personnel by school and recreation agencies are other effective cooperative arrangements.

In the opinion of recreation executives, a mutual desire to cooperate, an understanding of common objectives, and an effort to cultivate good personal relationships are the factors which contribute most to cooperation.

The necessity of using, for recreation, school buildings not designed for such use presents, by far, the most common obstacle to cooperation in the conduct of school centers. Joint action in planning new schools for community use is considered an effective procedure for solving difficulties.

FEES

Specific data on charges for the use of school buildings in twenty-two cities is available in bulletin form upon request from the association.

School Facilities Used and Times of Use

The kinds of indoor school facilities used by the recreation authorities and the times when these facilities are used for recreation were the first subjects of inquiry. A tabulation of the responses from the 105 communities is given in Table I.

The gymnasium, with 102 communities reporting its use at least part of the time, is unquestionably the most frequently used major facility, and the aggregate of 383 uses is the highest reported. Auditoriums, with 308 uses, are the next most widely used major indoor space. The large number of uses of shower and locker rooms is presumably an accompaniment to gymnasium activities. Playrooms, classrooms and community rooms serve for a variety of activities in many cities. Cafeterias, cooking and sewing labs, music and art rooms receive relatively little community recreation use. The fact that thirty-three cities report the use of hallways for recreation perhaps reflects the lack of indoor spaces suitable for this purpose. The smallest numbers of reported uses are among those facilities found in few schools, namely rifle ranges, photography rooms and the like. Summer use of toilet rooms in connection with adjoining

playgrounds may account, in part, for the high aggregate total uses for these facilities.

It should be pointed out that the figures in Table I do not give a complete picture of the school facilities that are suitable and available for recreation in the cities reporting, nor do they represent all the facilities which the school authorities are willing to make available for community recreation use. They record primarily the facilities which the recreation departments have asked the school boards to turn over to them for their program. Ten recreation executives volunteered the information that any suitable rooms in the schools of their city would be made available to them upon request; several others who reported the use of only a few facilities stated that they had never asked the school board for permission to use others. A few reported that several types of school facilities in their city were being used for an adult education program. It is clear that recreation department funds, personnel and programs, rather than rulings of the school authorities, determine the nature and extent of the use of school buildings in many cities.

The most popular times for using school facilities, as indicated by Table I, are weekday evenings, with after-school hours in second place, followed by vacation days and Saturday mornings. It should be remembered that school properties are made available to outside organizations only when such use does not interfere with the school program. The limited use of facilities during school hours probably reflects the present need for all available indoor school space as well as the absence in most older school buildings of such facilities as conference rooms and community rooms, which might not be used full time for school purposes.

The times of greatest use reported for each facility are indicated by the horizontal lines of the table. Auditoriums, for example, are most often used on weekday evenings and, to a lesser degree, after school hours on weekday afternoons, Saturday mornings and during school vacations. The same is true of gymnasiums, toilets, shower and locker rooms—as might be expected. Community rooms, libraries, cafeterias, conference rooms, classrooms and other smaller facilities show greatest frequency of use on schoolday afternoons and evenings and somewhat less on nonschool days. Swimming pools and office space apparently have greater frequency of use on nonschool days.

The columns of Table I show the relative fre-

Table I. SCHOOL FACILITIES USED FOR RECREATION BY TIMES OF USE (105 Communities)

FACILITIES	Cities Reporting	Aggregate Uses	Number of Cities Reporting Use							
			During school sessions	Wkdays after school	Wkday evenings	Saturday mornings	Saturday evenings	Sundays	Holidays	School vacation days
Gymnasiums	102	383	9	67	93	66	42	16	30	60
Toilet rooms	94	397	13	72	86	67	41	19	33	66
Showers and lockers	86	327	8	53	80	59	37	16	26	48
Auditoriums	78	308	8	53	76	46	34	20	25	46
Playrooms	62	234	7	49	54	40	24	8	15	37
Classrooms—other	44	158	5	34	39	22	16	7	13	22
Hallways	37	127	3	28	33	19	11	4	9	20
Bulk storage space	34	161	17	24	29	22	15	13	16	25
Community rooms	32	126	3	28	31	21	14	4	8	17
Conference rooms	28	113	8	24	24	15	10	4	9	18
Shops (industrial arts)	26	44	2	7	21	3	2	2	2	5
Music rooms	26	80	3	14	24	10	7	3	6	13
Swimming pools	24	56	1	9	14	7	4	1	4	16
Cafeterias	22	67	..	12	20	7	8	5	6	9
Art rooms	17	57	2	11	15	6	5	3	5	10
Kindergartens	15	45	2	11	12	4	2	1	3	10
Craft workshops	15	42	1	8	14	4	4	3	3	5
Office space	13	75	8	10	11	10	8	7	9	12
Libraries	13	38	1	6	11	4	4	3	3	6
Sewing labs	13	26	1	4	10	2	2	2	2	3
Cooking labs	12	22	1	4	9	1	2	1	1	3
Drama workshops	11	34	2	6	10	4	3	1	2	6
Lounges	9	29	..	6	6	4	4	3	3	3
Rifle ranges	8	12	1	1	6	3	..	..	..	1
Science rooms	5	13	..	3	4	1	1	1	1	2
Photography labs	5	7	1	1	5	..	..	..	..	..
Teen club room	1	5	1	1	1	..	1	..	..	1
Children's theater	1	3	..	..	1	1	1	..	..	..
Totals	833	2989	108	546	739	448	302	148	234	464

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quency of use of each facility in each time period. During school hours, when facilities are not generally available for recreation, toilet rooms and bulk storage space show most frequent use. On weekdays after school, the auditoriums, gymnasiums, playrooms and related facilities are most frequently reported. On weekday evenings, the same facilities are most popular, and ordinary classrooms receive considerable use. Many special rooms such as shops, labs, music and art rooms and rifle ranges are more widely used on weekday evenings than at any other time, but more swimming pools are open on vacation days.

Board of Education Restrictions on the Use of Buildings

The restrictions on the checklist submitted to recreation executives, together with the aggregate number of responses for each, are given in Table II. In checking the items, executives were asked to limit their responses to those "which interfere with the effectiveness of your program." The responses thus are presumed to reflect sore spots in the relations of recreation and school authorities except for the one-third of the sampling that reported no hampering restrictions.

a prohibition of smoking as interfering with their programs. Thus, it appears that in a substantial number of communities, "no smoking" regulations either do not exist or, if they do, do not prove a burdensome restriction.

The relatively small number of instances in which the other types of restrictions hamper the program is important. It reveals a widespread disposition on the part of boards of education to make their publicly-owned facilities available for community use with as few limitations as possible. Four-fifths or more of the boards of education in the communities studied, in allowing use of their buildings, place no serious obstacles, apart from smoking restrictions, in the way of recreation departments.

None of the restrictions reported appears to offer insurmountable obstacles. Difficulties, such as the "inability to secure regular use of school buildings as scheduled," are clearly the result of either insufficient facilities or the lack of proper agreement between school and recreation authorities.

On certain of the items, recreation authorities were asked to specify the precise situation that caused difficulty. Relatively few did this but the specifications in those instances are of interest.

Table II. RESTRICTIONS ON THE USE OF SCHOOL BUILDINGS FOR RECREATION (105 communities)

Type of Restriction	Frequency
No response or "none"	34
Smoking prohibited or restricted in school buildings	46
Requirement of the employment of certain school personnel	19
Restrictions on the charging of admission for the program events	16
Use of school equipment (e.g. pianos) prohibited or restricted	16
Imposition of unusually high rental fees for building use	10
Refusal of the use of certain school facilities	10
Requirement of too early a closing hour	9
Refusal of available school facilities at times when needed	8
Prohibition of particular recreation activities in the buildings	6
Restrictions on the charges of fees for participation in activities	3
Use restricted to children only	1

Inability to secure regular use of buildings as scheduled was listed by eighteen recreation executives as interfering with effective conduct of their programs; and one reported inadequate heat as a restricting factor.

The type of restriction that seems to interfere most with the use of schools for recreation is the prohibition of smoking. Twenty-two of the forty-six communities reporting this restriction are in states that prohibit smoking in all public buildings. It is perhaps significant that fifty-nine, or more than half the communities reporting, do not report

As to types of school equipment the use of which is prohibited to recreation leaders, two mentioned gymnasium equipment; one, the public address system; one, the pianos; and one, the sewing machines and stoves in the home economics laboratories. As to the school-imposed closing hours that are considered "too early," two reported nine p. m.; one, ten p. m.; and one, ten-thirty p. m. Of the nineteen respondents checking "requirement of the employment of certain school personnel," eleven specified custodial workers; two specified "teacher"; and one, a "supervisor".

The only activity mentioned as prohibited in school buildings was square dancing in two communities. On the matter of what constitutes an "unusually high rental fee for building use," there is some difference of opinion, as revealed by the following responses to this item:

$10 for custodian for gymnasium (Calif.)
$15 for rehearsals, $20 for presentations in auditorium (Ga.)
$100 per night for high school gymnasium (Iowa)
$25 per night plus janitor for gymnasium (Miss.)
$ 4 per hour for gymnasium (Ore.)
$15 per gymnasium (Texas)

The refusal of available school facilities at times when needed for recreation use was reported eight times, Saturdays being mentioned in the only two instances specified. The recreation executives reporting "restrictions on the charging of admission for program events" at school facilities noted that a larger rental fee applied for auditoriums or gymnasiums when admissions are charged. This fee, in most cases, is the same as any other community group using the facility and charging an admission fee is required to pay for its use. In other words, recreation departments generally lose their favored status when they charge admission for programs in school buildings.

(To be continued in December)

Harry H. Stoops Elected ARS President

HARRY H. STOOPS, assistant to the director of the State Recreation Commission of California, has been elected to the presidency of the American Recreation Society at their annual business meeting during the National Recreation Congress in Cleveland. Mr. Stoops, a graduate of the University of California and of the National Recreation School, has been actively engaged in recreation work for over twenty years.

His first paid experience in this field consisted of service as playground director, special organizer and director of summer activities for the recreation department of Berkeley, California. During his seven years there, he also served a great part of the time as organizer and director of Stephens Union in that city. Recently, and for some time, he has been conducting a correspondence course for the Extension Division of the University of California, on "The Administration of Community Recreation."

At present, California defense measures have called for his appointment as area planning director for the California State Disaster Council, for the nine Bay Area counties. In this capacity, he is now on loan from the commission, at the request of Governor Warren, to devote full time to civilian defense, and has been functioning in his new assignment since the eighth of August. During the second World War, Mr. Stoops held the position of Regional Recreation Representative with the Federal Security Agency.

Other new officers of the American Recreation Society are: first vice-president, G. B. Fitzgerald, recreation director of the University of Minnesota, Minneapolis; second vice-president, G. Ott Romney, dean of the School of Physical Education, University of Virginia, Morgantown; secretary, Madolin E. Cannon, recreation consultant for the Eastern Area of American Red Cross Headquarters in Alexandria, Virginia; and treasurer, Harry C. English, director of neighbor centers of the recreation department of Washington, D. C.

Recreation Job Opportunities

The American Red Cross needs experienced women recreation workers for positions in military hospitals in the United States and overseas. Write to the Personnel Director, American Red Cross, at the nearest area office: 615 North St. Asaph Street, Alexandria, Virginia; 1209 Washington Street, St. Louis 3, Missouri; 230 Spring Street, NW, Atlanta 3, Georgia; 1550 Sutter Street, San Francisco 1, California.

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Games for THANKSGIVING

AFTER THAT big Thanksgiving dinner, afterwards at the community center, or during the Thanksgiving party, the following games will be loads of fun. Easily adapted to the turkey season, they are contributed by National Recreation Association leadership training specialists — Helen Dauncey, Anne Livingston and Mildred Scanlon.

Around the Dinner Table

Turkey—Pencil and paper are provided for each guest. If dice aren't available, mark two cubes of sugar as a substitute. Each player has a turn at rolling the cubes, his object being to get a pair of sixes so that he may start his picture of a turkey. When he succeeds, he then tries his luck or skill at throwing for the following numbers to help him complete his drawing:

2 sixes=body	7	tail feathers
number 2=leg	8	(Each turkey
3=toe	9	=must have at
4=neck	10	least five
5=red piece of head	11	tail feathers)
6=eye		

The player who first finishes his picture of Mr. Turkey is hailed as the winner.

Toothpick Pictures—Although this is particularly exciting to four and five-year-olds, it is surprising how many other age groups will be intrigued. Youngsters are given a box of toothpicks with which to make pictures on the table. For variation, a little mound of confetti is given to each child plus a dab of paste and a sheet of paper. He can then make pictures which will be as gay and colorful as his imagination.

Fortune Spin—The leader spins a milk bottle on the table in the center of the circle formed by the guests. While the bottle is spinning, he asks a question aloud. The person to whom the bottle points when it stops is the answer to the question. Some of the things to be asked might include:

Who will: win the Mr. America contest; lose her upper plate; gain forty pounds; become executive of his office; and so forth.

Pig—Playing cards—or pieces of colored construction paper or numbered squares of plain white paper—can be used for this game. The cards are dealt to the players. In the middle of the table are spoons, clothespins or any other selected article—but one less in number than the group of players. When the leader says "Now!" each player passes one card, face down, to the person on his right. Each is trying to get four cards of a kind, so continues passing only those which he does not want. When he does get his four-of-a-kind, he quietly places them, face down, on the table and, as inconspicuously as possible, reaches out and picks up one spoon. Of course, the minute anyone notices this, he follows suit. Soon everyone is grabbing for a spoon and, since there's one short, someone is left without one, thereby earning a P—the first letter in PIG. Each failure means the addition of another letter, and the person who becomes PIG first is the loser.

Card Trick by Mr. Wizard—Sometimes it's almost as much fun being a spectator as a participant—especially when there's magic ahead! For this trick, all cards retain their face value with the

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exception of the Jack, Queen and King. They are given new values—11, 12 and 13, respectively. (Numbered cards one through thirteen, four sets each having a different color may also be used here.) Mr. Wizard, beginning with the first card he turns face upward, builds the entire deck with stacks of 13. If he turns up 8, the next card—no matter what it is—will be counted as 9, the next 10, then 11, 12, 13. Starting with the next card, he begins another stack of 13, all cards facing upward. After all the cards have been dealt off to make complete stacks of 13 (don't worry if you haven't used the complete deck), he asks someone to select three stacks and turn them face downward. Mr. Wizard then picks up all the remaining stacks and places them with the ones left over —if there are any. Next, he asks someone to turn up the top card of two of the stacks and announces that he will now name the top card of the third stack.

Solution: Mr. Wizard has totalled the sum of the two cards turned face downward and added 10 to the total. He deals off the number of cards and then counts the number remaining. If five cards are left, the top card will be the 5; if 1, it will be the ace; if 12 cards remain, it will be the queen.

Away from the Table

Balance—This is quite a stunt after a full-course Thanksgiving feast! Two people hold a yardstick about shoulder high. The rest of the players form a line and pass under the stick without touching it, and without permitting their knees or hands to touch the floor. Each time the column passes through, the stick is lowered—until, finally, it is so low that the remaining players will also be disqualified.

Huckle Buckle Bean Stalk—All players leave the room or close their eyes while one person hides an object—thimble, penny, button—in plain sight, but not easy to see. It must be visible without having to move any other objects. The players return or open their eyes and start looking for it. When a player discovers the object, he takes his seat and says "Huckle Buckle Bean Stalk." Players must not touch it or look at it after they are seated. The game continues until everyone has found it or until the leader declares the game is over. The first discoverer may be the one to do the hiding for the next round.

Form a Circle—Guests wander about the room until they hear the sudden call "Make circles of . . . three!" Guests who are not part of a circle of three within one second are eliminated from the game. The leader allows a few seconds for sociability within the circles, then calls "Break up!" Each player is on his own again until the next call, "Make circles of . . . five!" Or six, or seven, or any number. To bring the game to a climax for the last round, ask players to form circles of eleven. They never make it!

Where's My Partner?—The group is divided into two circles, one of which is slightly larger than the other. The smaller circle goes inside the larger one and members of the outer circle turn their backs on those forming the inner circle. The players in each circle link arms. To the accompaniment of piano or phonograph music, the two circles move in opposite directions, singing some well-known song. At a signal, all arms are quickly unlinked and the players in the two circles face each other and find partners by placing both hands on the shoulders of someone in the opposite circle. But, because the two groups are uneven in size, there are not enough shoulders to go around. Players left without a partner are eliminated from the game. The remaining participants again form inner and outer circles, link arms and move in opposite directions, singing another popular song. At a signal, they spin around and pursue their partners as before.

Woodpile—An empty pop bottle is placed on the floor. Players sit around in a circle and each is given a certain number of kitchen matches—fifteen is usually a good number with which to start. The object of the game is to see who can get rid of his matches first. The first player puts one match across the opening of the bottle; the second adds one of his; the third, one of his, and so on. If a player knocks any matches off in putting his on, the number displaced must be added to his original number. If any are knocked down inside the bottle, the number displaced must be taken from an extra supply and added to the original number. As many as 200 matches can be built atop of one bottle. Caution: If planning this game for children, be sure to use only burned matches to avoid danger of fire.

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Contestants shucked corn for a furious five minutes. Helpers tried to stack ears in neat piles—but soon gave up.

THE HUSKING BEE

ıngest competitor at bee James Bischoff, twelve.

IT WAS EIGHT P. M. and nearly 1,000 people, all ages, were milling around in the gaily-decorated Fairdale Playtorium. Outside it was dark and raining, but a festival spirit prevailed inside.

The stage was set. In the center of the room fifty bushels of corn had been dumped. On the bandstand a hillbilly sextet was holding forth with stringy gusto. Tots sat on their fathers' shoulders, eagerly waiting for the festivities to begin. Then the master of ceremonies stepped up to the microphone and the music stopped. Booming out of a loudspeaker came the words: "The Third Jefferson County Huskin' Bee is about to get under way!"

Overalled men and plaid-shirted girls pressed forward to give their names to Oakley Brown, assistant director of county recreation. Twenty-one of them took their places around the pile of corn and then dropped to their knees. A signal was given and the husks began to fly.

For five feverish minutes the contestants ripped the yellowish brown husks from the corn. They tossed the ears behind them, and volunteer helpers tried to keep them in neat piles—although that was often difficult. As the big stack dwindled, frantic contenders dived into the center to draw more raw material near them. Then the five minutes were gone. Cornhuskers straightened up, arched their backs, and looked to see how great their output had been. The judges began to count the ears.

Again the master of ceremonies stepped up. "The winnah, W. M. Helton, of Valley Station. One hundred and thirty-seven ears!" More than twenty-seven ears a minute or an ear about every three seconds. Some huskin'!

There was more, too, to the festival cooked up by the recreation board. Guys and gals swung their partners in old-fashioned square dancing, and awards were given for the "best-dressed."

From Glasgow, 115 miles away, came a hillbilly band leader who played banjo and guitar and danced a special jig, much to the amusement of the many youngsters. In addition, the entertainment included a country-cousin dance and the singing of a group of close-harmony boys. Many cornstalks, two buggies, red wagon wheels, and blue, black and orange streamers set a colorful scene.

Champ Helton and runner-up C. Farmer win trophies.

Excerpted from *The Courier-Journal Magazine*, December 4, 1949, Louisville, Kentucky.

Quilt showing Indian who, legend says, threw 30,000 islands into Georgian Bay.

Louise Colley

A County Quilt and Rug Fair

An event which attracted a good deal of attention last year was the Quilt and Rug Fair held in the town of Midland, Ontario, early in August. The suggestion to have such a fair was made by William Cranston, editor of the Midland *Free Press Herald,* at a general meeting of the Simcoe County Arts and Crafts Association. He thought it was important that emphasis be put on the preservation of the crafts indigenous to Simcoe County, and saw in the promotion of a Quilt and Rug Fair an opportunity to do this and also to attract tourists to the town of Midland. His suggestion met with great enthusiasm. A committee was set up to make and carry out plans, and soon things began to roll.

Throughout the year, from October to the following August, the people on the committee worked harmoniously together. There were many problems to solve and details to work out, but they enjoyed it. There was the excitement of the unknown about the venture, and all sorts of interesting things happened as the project progressed.

First of all, Thor Hansen, Danish-Canadian artist, who had been the guest speaker at the meeting at which Mr. Cranston had made his suggestion, offered to develop quilt and rug designs depicting historical events related to the Huronia district and flora and fauna native to the county. Almost before the committee had gotten itself into gear, some of Mr. Hansen's designs arrived. Excitement mounted as we looked these over. There were quilt designs using the trillium, lady's slipper, Canada goose, an old grist mill, swamp cabbage, trumpeter swan and oxen and yoke. There was one called "Georgian Bay Crazy Quilt" and another called "Huronia Trails." The latter showed a conventionalized design using a cloud and a canoe on one block and, on the alternate blocks, the traditional five canoe trails said to have entered Huronia during the days of Brebeuf and Lalemande. One striking over-all design illustrated the legend about the Indian who threw the 30,000 islands into Georgian Bay. There were rug designs, too, called "The Oxen and Yoke," "The Lumberjack," and so forth.

In order that people throughout the county might see these designs, members of the committee spent many a Saturday afternoon tracing and coloring them so that there might be duplicate sets to display and later to distribute. Then they traveled many miles throughout the county, showing them to women's institutes, agricultural and church groups who had asked to see them.

One winter afternoon, two members made a tour of about one hundred miles, during which they visited three groups in the western part of the county. One of these groups arranged for the

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designs to be displayed in a feed store in their tiny village. Evidently half of the feed store was being used as a church and half was for its usual business. We considered ourselves particularly honored when we found that we were to be on the church side. All the women in that community were out to hear about the fair and to view the designs. Even the older schoolgirls were on hand for they had been allowed to leave school early especially for this event.

As the year of planning progressed, activity became more and more intense. Various county newspapers cooperated by supplying space for articles about the fair. One contributed posters; another printed entry forms without charge. The local radio station at Orillia carried a special interview with a member of the committee.

The Canadian Handicrafts Guild loaned us, for display, a white heirloom quilt and a number of unusual photographs which illustrated the art of quilt-making.

Local members collected quilts from each area of the county, built frames on which to mount them for display, had a large wooden sign painted to place outside the hall, and arranged for insurance on the quilts and rugs.

The week of the fair was the hottest one of the summer. For three evenings, members of the committee staggered about with quilts and rugs, sorted, catalogued and hung them—about two hundred odd—in the attractive hall of the United Church in Midland. Articles which were for sale were hung on the mezzanine floor, which could be seen from below; while on the ground floor were placed the quilts and rugs which were for display only. Owing to some late entries, all the quilts and rugs were still not up by Thursday morning, July 28, when the fair was scheduled to begin. However, promptly at ten a.m. the doors were opened and, to the committee's surprise, there was an immediate influx of people. The committee didn't catch its breath until noon when there was a temporary lull, and realized then that part of the crowd had been made up of three busloads sponsored by women's institute groups from various parts of the county and by passengers of a boat which had docked at Midland for a few hours. Already two quilts had been sold, and everyone who came seemed delighted with the fair.

And well they might be! For it was a beautiful sight. Three quilts, using Mr. Hansen's designs, were hung side by side at one end of the room. They were "The Old Grist Mill," "Canada Goose" and "The Trillium." On the dais below them, Thor Hansen's designs were on display and made an impressive showing. Around the room, in cubicles, over railings and on walls, were hung the most colorful and interesting array of quilts and rugs ever to be gathered in one place—in our county, at least. There were quilts using traditional designs such as the "Double Wedding Ring," "Rob Peter to Pay Paul," "The Dresden China Plate" and many others. There was one pure white quilt with quilting just one-quarter of an inch apart, which was over one hundred years old. Its tiny stitches traced the design of the thistle, shamrock, rose and maple leaf. There was a huge braided rug in gay fiesta colors, which would grace any floor; hooked rugs with an Oriental flavor (but made in Simcoe County); and two using Thor Hansen's designs, "The Lumberjack" and "Fort Ste. Marie."

The Quilt and Rug Fair was really a success. Over 1,700 people came to see it and some came long distances just for this event. We were pleased about that, but even more gratified that groups chartered busses and came from the small villages and crossroads of our own county.

A feeling of good fellowship and congeniality permeated these three days. Of course, this was partly because of the committee whose members worked untiringly and with great good humor. Two housewives literally moved to Midland to be on hand throughout the fair, and one business girl took her vacation that week so that she could be there all the time, too. Many others took turns "hostessing" and door-tending. Such wholehearted cooperation made for good organization and a smooth running fair. Then, too, the people who came were so interested and appreciative of one another's work. Perhaps the fact that no prizes were awarded contributed to this. No quilt or rug was arbitrarily judged better than another, except by private opinions perhaps, and each article was examined and enjoyed according to its beauty and good workmanship.

Because the fair was such a success, another one was planned for this year. The dates were August 3, 4 and 5 and the place again was the United Church Hall in Midland. Added attractions were quilts and rugs using designs developed by our own county artists; a county quilt made up of blocks in the shape of each township and upon which groups appliqued motifs illustrating historical events in their townships, and was quilted at the fair; and a variety of arts and crafts made by people throughout the county. A number of outstanding quilts were entered from the province at large, and the same quota of traditional and modern quilts from the people of Simcoe County.

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The Wheel Has Turned Full Circle

Evelyn Spencer

DURING SOME FIFTEEN years in the field of group work, both as a volunteer and professionally, I found myself becoming more and more interested in those children and adults who, for one reason or another, did not seem to fit into the group, who presented "problems". These were generally problems which did not seem to resolve themselves through the ordinary devices which are the tools of any group or recreation worker. Therefore, I finally shifted into the field of individual therapy, and have since spent my professional time as a counsellor in a mental hygiene clinic. I had come to feel that whatever usefulness I might have would be better expressed in this kind of individual, face-to-face setting.

An interesting thing began to happen immediately. While working with individuals in an effort to study their needs and to assist them with their difficulties, I found myself constantly recommending some kind of group activity to them, actually to be regarded as part of their therapy. And, in many, many instances, these individuals have benefited immeasurably from their participation in such activities. It would seem that the wheel has turned full circle! As a matter of fact, it has swung past its starting point—in our own clinic we are now initiating group therapy with our patients because it has been found to be beneficial to people with common problems and complaints to share them with others and to learn from each other. This tells us something important about the values of groups as such.

My purpose in describing this individual experience is to get us to begin to see the close relationship between group work and recreation and mental health. We talk a great deal nowadays about prevention, about keeping unfortunate and unhappy things from happening to people. Medicine is full of examples of this. We take typhoid shots, whooping cough shots; we require vaccination against smallpox; we employ Patch tests for the early detection of tuberculosis; we encourage periodic physical and dental check-ups. All of this is wisely done to keep trouble from getting started or, if it has done so, to catch it early, when the chance of real cure is best. In the field of emotional illness, we are trying to do the same kind of thing. No one knows statistically, but I am sure it is quite true, that all of our group work and recreational organizations have done and are doing a great deal towards the prevention of later difficulties, emotional in origin, which may otherwise end in an individual having to seek special and expert help because of nervous or personality difficulties.

To clarify this thought further, it is obvious that we must move out of general statements like the above to specific ones, and we may properly begin to do that by defining what is meant by mental health, and seeing how that definition may apply to the things which group activity is doing and can do towards its promotion. If we can find, through doing this, some clues which do relate, then the purpose of this paper will at least be pointed up, if not exhaustively covered.

Let us, therefore, combine two definitions of

This paper was presented at the Recreation Conference and Workshop for Supervisors and Directors of Playgrounds and Community Centers, in Toledo. Author is assistant director, Toledo Mental Hygiene Center, which is located at 339 Twenty-first Street.

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mental health, both of which seem to be saying much the same kind of thing, and attempt to see where they may apply to the field of group work and recreation. These are drawn from the book, *The Substance of Mental Health,*[1] by the psychiatrist Dr. George H. Preston and from a report by the Foundation for the Advancement of Psychiatry,[2] which is a composite view of many psychiatrists, psychologists, psychiatric social workers and lay persons. They state that mental health is:

1. A sense of well-being. This includes two obvious factors—namely, the ability to live within the limits imposed by our bodily equipment, both physical and mental, and the ability to live with at least a moderate degree of happiness.

2. A feeling of efficiency at work, or to express it otherwise, the ability to live usefully and constructively.

3. A state of harmony in human relationships, which implies two things: (a) the ability to get along with others, and (b) the ability to get along with one's self. Dr. Preston calls this latter quality a certain freedom from being a nuisance. Probably many of you are thinking but that *is* the function of group work and recreation programs! And you are right. It is just that. Everything I have seen or read lately about what group work and recreation are trying to accomplish reads very much like a good primer of mental health.

Let us take the various parts of this definition and expand them into a few concrete examples. Take the point of having a sense of well-being. Anyone who has been concerned with either children or adults in group settings is almost immediately aware of the differences in physical well-being or bodily equipment of the individuals in that group. Some of them are too fat; some are too thin; some are too tall; some too short. We have freckles, protruding teeth, wear glasses and some of us who don't wear them, should. We vary much in our physical energy, and some of us are actually handicapped from chronic illnesses. And so we thereby vary in our ability to participate and become skillful in many activities, group or otherwise. As leaders of the group, aware of these individual differences, we have a golden opportunity to gear our program accordingly. It is true we cannot change the color of people's eyes, or the fact that Johnny's motor responses may be a good bit slower than those of Bill's; but every good group work or recreation program has in it a basic concern for this health factor and, if we are skillful leaders, we can do much to promote this phase of mental hygiene according to individual needs and abilities. We can plan groups within groups so that people of fairly equal physical ability compete with each other—instead of the poorest among us always being the losers to the best. In addition, we can do much toward helping an individual to accept the limitations imposed by nature, and to see to it that the group accepts those limitations, too. Perhaps an extreme example of this is the advocacy by the most up-to-date physical and mental therapists of not making "special" groups of outrightly physically handicapped people, but of welding them into normal groups, so far as possible, within the limits of their ability to participate. Here is mental hygiene at its best, because it attempts to minimize a difficulty that is real, and attempts to create a situation wherein an individual who has reason to feel "different" is given an opportunity to feel quite normal, quite like everyone else.

On the other side of this sense of well-being is the factor we have called happiness. This is, of course, a strictly emotional factor, basic to mental health. All of you, no doubt, observed in groups with which you have been dealing the great variety of expressions of happiness in people, or their lack of it. We have all seen the person who *is* happy, the one to whom everyone gravitates, who is outgoing and cheerful, well-liked by all, and who, by this very attitude, contributes so much to the group as a whole. And we all have seen those others who enter a group by hanging around the edge of it, or who are sullen, or even those who cause friction or disturbance in the group—the poor sports who have not learned the meaning of cooperation. Another example of a person less happy is one who is too shy, unable to participate and be part of the group. You, yourselves, could list many other kinds of behavior which indicate people who are not too happy.

In dealing with this factor of mental health, we, as group leaders, cannot do much about causes, because the basic reasons producing these difficulties stem from sources outside our immediate control or function. They come most often from rather poor relationships within the family circle. But although we cannot do much about the things which are causing members of our groups to act in these various ways, it is not too important for our purposes that we cannot. Our job here lies in knowing and being aware of these causes, it is true, and of trying—at least while we are working with these less happy individuals—to do some

[1] George H. Preston, M.D., *The Substance of Mental Health.* Rinehart and Company, Incorporated, New York, 1943.

[2] *Report #8,* Group for the Advancement of Psychiatry: An Outline for the Evaluation of a Community Program in Mental Health. Topeka, Kansas, April, 1949.

rather simple things which possibly will help alleviate such conflicts or, possibly in some cases, modify such feelings. We can certainly help a shy individual toward overcoming that difficulty and gaining more self-confidence. We can find something that this person can do and help create a situation in which he or she can do it. We can also do something about a person who is sullen—our own smile and attitude of friendliness and acceptance is one device. We do not need to know why the person is sullen or shy to do this much. We can probably help the individual who is a disturbance to learn to take his or her place more quietly and cooperatively. I am sure that you could all cite a dozen examples of your own handling of small problems such as these. As group leaders, we have a continuous opportunity, if we are aware of emotional variations in our groups, to do a great deal toward helping others realize a happier attitude, more of this sense of well-being about which we are talking.

The second factor in mental health is the ability to live usefully, to be efficient at some kind of work or activity. To this point, it would seem that practically one hundred per cent of group and recreational activities can contribute. In all of our group work and recreation programs, there is such a rich variety of activity offered that almost anyone can be busy at doing something that he likes, can learn to do fairly well, from which he can derive a feeling of achievement, satisfaction and recognition. If we were to start mentioning examples of this, we would be able to list a hundred or more such activities, and would end with a complete roster of all the things which we know, from experience and experiment, that people like to do. Our job as leaders, of course, is the providing of these very many interesting things which can be done, and the giving to each individual in our group the chance to explore these programs to his liking. Our final job as mental therapists in this area is to see to it that recognition comes from this—recognition of a job attractively and satisfactorily done. All group work and recreation programs carry out these procedures almost automatically. We have swimming meets, physical contests, exhibits and performances wherein we put the results of our work on display. For children we have ribbons, badges, ranks and so on. All of these are good from the standpoint of contributing to our mental health, of making us feel useful, of importance, needed.

Our third factor in mental health is a state of harmony in human relationships, which we said earlier denotes the ability to get along with others and the ability to get along with ourselves. Basically again, if we, as individuals, achieve this most important attitude toward life, it is done most often within the family circle. (Read "What Makes It Bounce?" page 295). But quite aside from the fact that, as we said before, we cannot control whether or not this has been learned, we can—through group relationships and group interaction—do a great deal to promote this phase of mental health. The very nature of the group itself is a replica, on a larger scale, of a family group, and our opportunity is endless, through group leadership, of helping everyone in our groups to learn the habit of cooperating with others. This is an essential to twentieth century living. Group work and recreation agencies have all sorts of well-established and successful devices which have been worked out for this. We have patrols and patrol leaders; we have committees and their chairmen, teams and team captains, discussion groups and discussion leaders. We work and play together; we give and take; we contribute our share of work and ideas; and we, in turn, learn to accept the ideas of others. Sometimes we are leaders, and sometimes followers—and we should learn to do both well. I know of nothing which can, should and does contribute more to good mental health along this line than groups as such. Our job as group leaders is a tremendous one since upon us rests the job of moderating and welding all of these opinions and differences, plans and ideas, into a fruitful and rewarding experience for the whole. I would say, as so many others have said, that in teaching the best meaning of harmony in these human relationships, we are not only promoting good mental health, but we are also teaching a great deal about democracy itself.

In the other phase of harmony in human relationships, we have the important quality of learning to get along with one's self. Here, again, we learn or do not learn this important attitude at home. Many of us do not learn it, and to name a few of the traits which show we are not learning it, we have people who gripe and whine, who feel sorry for themselves, who are suspicious, have feelings of inferiority, are anxious and fearful or generally belligerent and distrustful in their attitudes towards others and towards the world. They are the "nuisances" about whom Dr. Preston talks. They are emotionally ill people, mildly so, but nevertheless, emotionally ill.

Our job begins as they come into our groups.

It is to accept them as we find them, and again to use those tools and devices of all group leadership in trying to assist these people, at least while they are with us, to take a new attitude, a healthier attitude, towards themselves and thus towards life.

From the foregoing outline of this close relationship between group work, recreation and mental health, I hope that you have caught something of the feeling that, as group workers, you are concerned with much more than putting on successful programs which are interesting and good in themselves. You are, in reality, on the very front line of preventive mental hygiene; at a point where, if anything happens at all, it happens at the time and place where it can do the most good to the largest number in a most significant and important way.

People In Recreation . . .

New Officers

Walter Roy, director of recreation in Chicago, has been elected president of the American Institute of Park Executives; while Weldon Wade, of Sycamore, Illinois, is the newly-appointed executive secretary of that organization. Mr. Wade is a graduate of the National Recreation Association School and has had wide experience in park and recreation work.

New Board Member

The Board of Directors of the National Recreation Association has taken on a new member in the person of Mrs. Paul Gallagher of Omaha. Among her many civic activities, Mrs. Gallagher has been a charter member and former president of the Omaha Junior League; former board member and president of the Community Playhouse; trustee of the United Community Service of Omaha; formerly on the board of the Children's Memorial Hospital and Catholic Charities; president of the Omaha City Improvement Council for six years; and a leading worker for the Omaha Symphony Orchestra. She also has been chairman of the Parks, Playgrounds and Recreation Division of the City-Wide Planning Commission. She raised funds for, and personally contributed to, the purchase of Krug Park which was donated to the city. She has been an association sponsor for several years.

Retiring

The national executive director of the Girl Scouts of the United States of America since 1935 —Mrs. Paul Rittenhouse—will retire at the end of this year. She will be succeeded by Dorothy C. Stratton of Washington, D. C., personnel director of the International Monetary Fund and former director of the SPARS.

Civic Award

The Fraternal Order of the Eagles, in Amsterdam, New York, makes awards for outstanding civic service. These awards are the highest honor and are not given lightly. In fact, only three such awards have been given in the past fifteen years. The last and third has been presented to Alexander Isabel, superintendent of recreation, for outstanding service to the youth of Amsterdam. In the last four years, Mr. Isabel has increased his budget from $15,000 to $47,000, and placed public recreation in the foreground in his community.

PARK PLANNING

Alan E. Burritt (left), National Recreation Association specialist in recreation areas and facilities, is shown conferring with City Commissioner Thomas East in making suggestions for comprehensive development of Mount Ogden parksite in Ogden, Utah. Mr. Burritt was brought to Ogden by the city recreation department to prepare a preliminary design to indicate the most desirable and practical uses of site.

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Bernard Ballantine

A Bewhiskered Visitor

SANTA CLAUS, that bewhiskered gent who is a fixture of the department store as well as a fixture in the eyes of children at Christmastime, can be made to do wonders for your recreation department during the Yule season. You can do it by taking him out of the department store, literally.

At least that's our experience, and we offer the following details to substantiate the claim that Santa can give your program a "shot in the arm" and bring much favorable comment to your department from the public which supports you through the tax dollar.

Let me take you back to a day in December of 1949. Three of us in the department were discussing what could be done to further the Christmas spirit in our Roseville, Michigan, community.

"Why not bring Santa Claus here as an aid to parents?" one suggested. "In previous years, parents have had to take their children to Detroit if they wanted them to see Santa personally. We can save them the ordeal of such a trip and, at the same time, focus attention on our own department."

It didn't take too long to do the planning. Naturally, a Santa Claus had to be found. He was "discovered" in exactly three seconds when our chief playground supervisor, accustomed to handling children, volunteered for the task.

Then, of course, Santa had to have some candy to give to each guest. A visit was made to a wholesaler of confections who had just what we wanted —suckers and gumdrops—at a price we could afford to pay. Cellophane sacks were purchased, and the candy was sacked at our leisure.

The wheels of public relations began to roll. Stories concerning Santa's approaching visit were prepared for the community newspaper, and letters were written to school superintendents urging them to make known the fact to their teachers, especially those teachers of kindergarten and lower elementary grades.

Santa's "mailbox"—a potato chip can festooned with the colors of the Yule season—was prepared. The press releases and letters to the schools pointed out that boys and girls could prepare their letter to Santa in advance and drop it off in Santa's mailbox when they came to the community center on the designated day.

Our program called for Santa to be present from three to five in the afternoon and from seven-thirty to eight-thirty in the evening. Prior to his evening visit, a group of Girl Scouts sang Christmas carols, climaxed by the lighting of a community tree.

To the surprise of all of us, our "spur-of-the-moment" Christmas program attracted more than 1,000 children and parents. Santa listened briefly to all their "wants," and was a tired but happy individual when he started back to the North Pole.

Although completely satisfied with the results, we were guilty of one oversight: the announcement of Santa's visit was not published early enough and many parents already had taken their children to Detroit to visit Toyland and Santa. Now we realize that an announcement during the latter part of November would not be rushing things, especially if the community is one that must rely extensively on a weekly newspaper.

Early or late, however, you can't go wrong with Santa boosting your program. It may be more blessed to give than to receive, but in this case you will find the cliche reversed, with your department receiving much for giving comparatively little.

Author is director of recreation for Roseville, Mich.

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Indoor

Ma

A youngster learns about beavers. At times, stuffed animals have to be used.

This youngster seems to be enjoying her talk with Mr. Racoon at Airport Nature Center

A mounted owl is explained to audience by supervisor of nature and camping activities.

A preserved octopus displayed by teacher

Do you know what a golden hamster is? Or a gila monster? Youngsters all over Cincinnati are finding out when their school class is lucky enough to be able to arrange a visit to the Cincinnati Public Recreation Commission's Airport Nature Center. They not only find out what a golden hamster is, they get to see one and even hold it in their hands.

A trip to this nature center, located in the basement of one of Cincinnati's community centers, is a day of fun and adventure in the eyes of the children; but it is a mighty informative nature lesson from the viewpoint of their teachers and parents. The children arrive by bus or streetcar about ten o'clock in the morning and stay until approximately two p. m. During the day, Paul Hellman, the Public Recreation Commission's naturalist, gives them an intimate glimpse into the lives of their winged, finned, furred and feathered friends. He tells them fascinating tales about natural history exhibits, too; about the Indians and the early pioneers who lived in the Ohio Valley. After lunch, during a brief recreation period, the girls and boys play

Miss Ahlering is assistant supervisor of the Public Recreation Commission, Cincinnati.

venture

ing

This first-grader acquires some new friends. Golden hamsters provide much fun.

gila monster is carefully handled by naturalist. Boys and girls keep at a distance.

Members of the first grade came for an all-day program, and even remained for lunch.

reat curiosity. It is class to the center.

a game of Tom Thumb golf and shoot a round of archery.

Colored slides also play an important part in the program at this nature center. Bert Lawson, the Public Recreation Commission's supervisor of nature and camping, is an accomplished photographer and he has made and assembled several series of nature pictures which are a delight to the youngsters. A series on farm animals gives those from the city a real insight into the lives of the animals they know only by name. Pictures taken at the California Day Camp show children from the various playgrounds participating in the summer recreation program, together with scenes in the woods and close-ups of flowers, trees and animals in the nature preserve. One of life's biggest thrills for them is to see themselves on the screen.

This indoor center is open only during the winter months when it is too cold for outside activities at either of the Public Recreation Commission's two day camps. The program, which serves elementary school youngsters and after-school groups, accommodated 2,500 children in 1949. This is its seventh year, and its popularity with children and teachers has grown to such an extent that reservations are at a premium and must be made months in advance.

WHITHER "WESTERN" SQUARE DANCE?

By a Recreation Leader

The square dancers fumbled through the intricate lefts-and-rights figure like befuddled rats running through a maze. It was a new "western" pattern for these experienced dancers and the anxious caller assured them that it was easy, just an ordinary routine. So they kept on trying. Some got lost; some got dizzy; some were through. The figure was a pure concoction, a melange of left and right turns, reverses and whirls; the dancers were grimly serious about it. After about twenty minutes of practice, the caller yelled, "I guess we've got it; let's move on to something else!" But no set really got it. I had been carefully watching the whole floor and not a single group had gone through it correctly.

It was my first experience with so-called "western" square dancing. Maybe this was an extreme. It was—but the extreme is taking over and becoming usual, as I discovered later. The trick figures and "exhibition stuff" are becoming *the* thing.

I discovered something else, tremendously significant and both heartening and disheartening to any lover of genuine folk dancing. What is called "western" square dancing is not western. It is urban, private-club dancing. It is the showily sophisticated dancing of elite organizations in certain western cities. Because of the great amount of publicity which has come their way, because of their dominance of contests, exhibitions and festivals, the style of dancing—tricky, whirly-twirly, gaudy—of these city groups has come to be known as "western." In the West, away from the cities, the real West of farmers, ranchers and miners, you see none of this. You see none of this in the Pioneer Clubs of small towns which still meet regularly to dance the simple, stately, graceful figures of the Old West. Exceptions may be found in local square dance contests, themselves the antithesis of the spirit of the folk dance, promoted by county agents and Grange leaders. Here the flashy twirls of the urbanites may be used to gain points and beat the other team.

I, of course, have no wish to discredit all "western" dancing. Many "western" patterns are pretty and have added bright color to the folk dance landscape. Certainly an exhibition by Lloyd Shaw's Cheyenne Mountain Dancers is, in its total effect, a thing of beauty. However, a critical observer will note that his exuberant youngsters overwhirl many of their dances. A glaring example is their interposing of "western" whirls in the Kentucky running set. These are completely out of place in the smooth, onward movement of the Kentucky dance which, perhaps, is the most beautifully flowing of all square dance forms.

I am going to deal from here on with the extremes of this new "western" dancing. Unfortunately, these seem to be dominating the scene; and their consequences, to say the least, are most undesirable.

It is ironic that today's "western" square dancing should be spawned in the Far West, where traditions of friendliness, hospitality and democratic acceptance are still common practices of country and small-town folk. It is an urban, not a rural, phenomenon, however, and is as understandable as any urban development pushed forward by promotion and publicity. Because of its flashiness, it lends itself readily to promotional endeavors and, for the same reason, is quite catchy. An uninitiated public is easily impressed by glamour in the square dance field, as well as in any other

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Many recreation leaders have been concerned over extremist trends in "western" square dancing and their harmful consequences. This article describes and analyzes the trends, points out the social and recreational damage done, and proposes remedies.

field. More serious, the exclusive nature of the private clubs and exhibition groups insinuates itself among dancers elsewhere who fancy themselves highly skilled.

Observers have noted several unsavory characteristics of "western" dancing. Beyond the formal contests, which are out of place in folk dancing anyway, competition is hectic. Callers outdo each other in cooking up new figures. They show off with rapid-fire changes and extravagant patter. They want to star; they are not content with being a regular part of the music and dance. They are not satisfied with calling one figure, or even four, but yell out twelve, sixteen, or twenty—and throw in a lot of assorted fillers. It seems that every time couples make a move, they are called upon to do a new figure. The square dance, in effect, becomes a feverish contest between caller and dancers. Moreover, no caller can call these quick changes smoothly or stay on the beat with them; he fluffs lines, breaks timing, crowds his patter. Nor can the dancers execute the changes smoothly. They, too, vie with each other in making fancy breaks, interjecting pet stunts.

As a matter of fact, extra and prolonged whirling has increased so much that it may be cited as the distinguishing characteristic of "western" square dancing. It goes on for the sheer sake of whirling, without any functional relationship to the dance. At ordinary dances, one often sees a corner girl spinning like a top while her corner man frantically tries to grab her for an allemande left—a comical instance of fancy stuff as mere clutter. Complicated figures, stunts, tricks and new changes have become ends in themselves—anything fancy for the sake of being fancy.

Such competition develops naturally into blatant exhibitionism. Slick, trained teams go about performing for duly impressed audiences. At square dances, sets and couples display their special stunts —which often interrupt the flow of the dance. At festivals, the urban clubs outdazzle each other with whirling exhibitions.

"Western" dancing, then, has become a stylized routine, lacking in originality and creativeness. The whirls and acrobatics of the exhibitionists are not creations but concoctions. They are not integral outgrowths of the dance, but artificial and adventitious excesses.

One excess leads to another and this may be seen in the amazingly lavish costumes worn by some of the "western" zealots. Even dudes and drugstore cowboys would howl at certain gaudy trappings worn at square dances, to say nothing of what an old cowhand would do. There are men dancers who look as if they stepped out of a comic opera. At regular dances, the women extremists wear long, flared, starched dresses, suitable only for exhibitions, and when the floor is filled as is usual, they get in the way of other dancers. There simply isn't room for this type of dress. Here the words of a physical education instructor and folk dance teacher are apropos: "The best costume for folk dancing is simple, comfortable clothing."

An artist, who is also a folk dance hobbyist, has made an interesting interpretation of this extremism. "It may be likened," he said, "to developments that are called gingerbread in architecture and rococo in the arts." Gingerbread is defined by Webster's dictionary as "something showy but unsubstantial or tasteless; tawdry or superfluous ornament." Rococo, in the same lexicon, is described as "any style of ornamentation marked by extravagant curvature and ornament; . . . florid; fantastic; feebly pretentious." To continue in the artist's words, "Houses, once simple and beautifully functional, are displaced by dwellings so excessively twisted and decorated that they lose all compositional integrity and become ornamental clutter. Likewise in art, a composition becomes so overlaid with exaggerated curves and turns that it resolves into a tortuous maze. The dance, like any other art, therefore may become decadent, not in the sense of degeneration, but in the sense of excessive and dysfunctional elaboration. If the square dance is to be modernized, it should be streamlined, not laboriously manipulated into very fancy filigree."

Recreation leaders have noted the appalling social damage done by this inordinate trend. The fellowship values inherent in folk recreation give way to cliquishness, snobbery, exclusiveness, condescension and to superiority complexes. Group sharing is displaced by hectic competition, relaxed enjoyment by frenzied emulation, and sincere, wholehearted play by pretentious exhibitionism. The principle of everybody joining in is shattered by the showing off of a few.

Square dance leaders, do you agree with this? Any comments?—Ed.

In justice to the "western" dancers themselves, it must be said that many are unconscious of what their actions lead to; they do not deliberately intend to be antisocial; but the damage is done nevertheless.

A college recreation leader told me that one campus square dance club lost well over half its membership because "other members of the club thought that they were too good to dance with us." At a community center, much friction was caused when such a group left the organization to go its own exhibitionistic way—a typical example of the practice of forming choice, exclusive clubs. A common reaction of these dancers toward suggestions for occasional mixing with others and exchanging partners is: "We don't want to get stuck with some dope all night."

All this leads to a self-satisfied provincialism regarding other regions and to an air of condescension, even disdain, toward rural folk. The simpler square dances and play party games of the Middle West, for instance, are looked down upon as "kid stuff." The "western" dance festival, then, is not a real folk festival; it is a get-together of urban dance clubs. Rural groups simply don't belong.

Country folk are not unaware of what has been going on. An old-time dance musician declared to me at a farmers' meeting: "Years ago, Shaw took our dances away from us. Now the city folks and dudes have 'em and they've gotten so fancy and so snooty that we can't dance 'em." Folklorists who seek reasons for the decline of the folk arts might well ponder the statements of this farmer.

In view of what has been said, the time is surely ripe for "western" leaders and devotees to re-examine what they are doing and to re-educate themselves in regard to the values of folk recreation in general and folk dancing in particular. They might consider, with profit, the principles of folk recreation as enunciated at a recent rural recreation workshop—namely, that folk recreation is first of all people's recreation, the kind in which common folk get together as friends and neighbors and share a good time; it is good neighbor recreation; its main goal is fellowship; it is homemade, in other words, family-made, neighborhood-made, community-made; it is cooperative, not competitive; it is simple and sincere, not exhibitionistic; it is nonprofit, not commercial. They might learn that simplicity in folk dancing may be just as beautiful as complexity, that there is greater variety and pleasure in the many simple figures available than in the maze-complications devised by zealous innovators. They might recognize that if they want to help in the evolution of the square dance, they should make changes in streamlined fashion and integral to its basic design, not tack on a lot of irrelevant ornamentation. And they might come out of their smug provincialism.

A western recreation leader has this to say about the situation: "I, too, sure am concerned over this trend of 'western' dancing in becoming too top-heavy in squares, with complicated and changing figures and calls. I wonder if it won't kill dancing for plain recreational activity and stay on purely for exhibition. The rural flavor I've been trying to give it has been acceptable and successful everywhere except with those who have mastered the complicated hash and want me to sling it to them. Most people don't want to strain at learning new and difficult figures, but just want to do some easy relaxing dancing. Why can't people see that the world is complicated enough and not become schizophrenics in their recreation, too?"

The future of "western" square dancing is a matter of sociological conjecture. Maybe it will collapse of its own weight of excesses. Maybe it will go the ballyhoo way of the promoters and wax more "stupendous," "colossal"—to become another American circus. More likely, the trend will be somewhere in-between. The activities of recreation leaders and organizations and of those exponents of "western" dancing, grown tired of its extravagances, may set up a counter-trend. In that case, "western" folk dancing will come into its own as a genuine regional type; and our American folk culture will be that much more enriched.

Honorary Degree

Mrs. Joseph Friend of New Orleans has received an honorary degree of Doctor of Law from Tulane University in recognition of her outstanding public service. Mrs. Friend has been a sponsor of the National Recreation Association in that city for eight years.

Galen M. Fisher, D.D.

FOURTH CONGRESS OF JAPAN RECREATION ASSOCIATION

THE FOURTH CONGRESS of the National Recreation Association of Japan held a notably successful session in the far northern city of Obihiro, Hokkaido Island, July 24 to 27. It drew men and women, to the number of 1,050, from thirty-one prefectures and Hokkaido. The appreciation of both the association officials and the body of delegates for the friendly cooperation of the American NRA in taking pains to be represented was repeatedly manifested, and I felt highly honored to be an American representative. Pending enactment of a peace treaty, every evidence that Japanese organizations are being treated as equals by their opposite numbers in the Occident directly helps to restore their self-respect.

Besides Mrs. Fisher and myself, the Americans present were Messrs. T. K. Tindale and W. P. Niblo, civilian officials of SCAP. Had not military leaves been cancelled because of the Korean war, Miss Katherine Donaldson, Mrs. Marcia Lystad and Miss Amy Henley would also have attended as American representatives.

The presence and active participation of Prince and Princess Mikasa threw a glamor over the whole assemblage. Their unaffected simplicity and evident relish of the chance to mingle with the commonalty won all hearts, and they received an ovation everywhere they appeared. As I was designated Chief American Delegate, Mrs. Fisher and I were accorded almost embarrassing courtesies, being customarily seated next to the Prince and Princess.

The Japanese talent for organization and imaginative planning appeared in the elaborate program and local arrangements. Great credit is due the president of the association, Honorable Soichi Saito, and his executive associates, as well as the host of public officials and volunteer committeemen in Hokkaido.

The daytime program consisted almost entirely of parallel forums and round-table discussions, each attended by from one to two hundred persons and meeting a total of twelve hours. In them, recreation was considered from practically all angles: as to occupation; population units, urban and rural; auspices, public and private; and so forth. Group discussion is not new to Japan, but in olden times it was cramped by excessive deference to age and rank. Therefore, it was most impressive to witness at Obihiro discussions as lively and uninhibited as at most similar gatherings in America. It strengthened one's confidence that democracy will ultimately take root in Japan.

There were creditable exhibits of craftsmanship,

Dr. Galen M. Fisher is an internationally known educator and religious leader. Through the years he has studied and served widely in India, China and Japan.

painting and photography by both school children and adults. The most exquisite creations were the miniature landscapes and waterscapes, in which the Japanese excel—an art known as bonsai. If specimens of such handiwork were to be sent to North America, they would attract admiring throngs.

Square dancing was introduced to Japan by Mr. Niblo, and has already become amazingly popular. During the congress, a score of teams from various parts of the country filled to capacity the large hall of the high school, and their surprisingly graceful and decorous gyrations made a picturesque spectacle. Now that Japanese girls all wear Western-style dresses and shoes, they have come to walk and dance with a freedom and grace quite impossible in the former garb. The Japanese sense of rhythm is so good that Mr. Niblo says they catch on to square dances more readily than American youth. As a fillip for the occasion, he had devised a new figure which he called the "Mikasa Odori" (dance), and it was performed for the first time by a clever set in which the Prince himself danced with skill and evident delight.

In the opening session of the congress, it fell to me to present the formal greetings of the American NRA and, later on, to make a short address on "Recreation and Democracy." Both were well-received. In the course of my address, I had remarked that the pleasures of recreation were most universally enjoyed where democracy prevailed. When questions and comments were called for by the chairman, the first question was: "Does Dr. Fisher recognize that this is true of the Soviet people?" I at once replied that in respect to popular recreation, it appeared to be true in the Soviet Union, but that in respect to some other aspects of life, the democratic principle did not prevail. Whereupon, the audience applauded with unusual vigor, apparently to show that the questioner, if attempting to put in a plug for the USSR, had few, if any, supporters among the other delegates. In view of the considerable vogue of communism among college students, this was a somewhat unexpected demonstration.

Among the resolutions adopted was a strong "Declaration on Recreation and International Peace," another calling for the sending of Japanese delegates to the next convention of the American NRA, and still another requesting UNESCO to extend its activities in the field of recreation.

During the last two evenings of the congress, eleven medieval dramatic dances were performed by artists who came from as many different parts of the country. They made a glamorous and unique spectacle. Never before, it was said, had all these dances been performed in one place. On the first night they were given outdoors, under floodlights, before a crowd of at least 30,000 persons who stood spellbound for three hours. On the second night, they were given indoors. The themes were drawn from feudal folklore, ranging from tragedy to burlesque. Among the spectators on the first night were the Prince and Princess Mikasa, who seemed to revel in the dances as keenly as the simple folk who crowded all around them. One could not help feeling sorry for the handicaps of royalty when, half-way through the performance, a functionary whispered to their Highnesses that they must leave for another function. They left with obvious reluctance.

The congress gave recreation in Japan a powerful stimulus, and evidenced a strong desire to join hands with the American NRA in advancing the general cause of constructive recreation. Especially in the esthetic field, we Americans may well take lessons from our Japanese confreres; and in skiing, baseball, swimming and square dancing, they will be friendly rivals. In the provision of supervised camps for boys and girls and of well-equipped, directed playgrounds, they can learn from America.

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AN ISLAND STORY

David J. DuBois

"You know, Mrs. Ludlow, the trouble with Mercer Island is that too many people try to put on community projects all by themselves. What we need is a coordinated approach to community recreation."

"Hmm, I think you're right," replied Mary Ludlow, a Camp Fire Girl guardian who was talking to Les Williams, Mercer Island School's physical education director, about a spring dance festival. And with that began the action that led to the Mercer Island Recreation Council and one of the finest small community recreation programs in the country.

Mrs. Ludlow approached Bob Studebaker, superintendent of schools, who nodded his head in approval. "I'll talk it over with the PTA and call a meeting," he said. Thus four thousand people living on an island five miles long and two miles wide, right smack in the middle of Lake Washington, just fifteen minutes from downtown Seattle, began the organization that made the summer of 1948 a rich, meaningful experience for three hundred youngsters of grade school age who call Mercer Island *their* community.

David DuBois is superintendent of the King County Park and Playground Department, Seattle, Wash.

Program activities for island youngsters include nature projects such as the above, where they are working on collections of rocks, shells and arrowheads.

These youngsters and their parents live in communities that cannot be designated as cities or towns. Their only official form of government is their school district, their county, and their occasional fire, water and hospital districts. Of great significance are the extra-legal, informal, self-government groups they establish as community clubs or community councils. At their best, such organizations bring fresh, invigorating democratic self-action that reaches into every aspect of group living.

"We must have a playground," said Mercer Island through its newly-formed recreation council. And, like many another community of homes scattered throughout a sparsely-settled area, Mercer Island almost made the mistake of planning a recreation program which was facility-centered. Fortunately, Mrs. Ruth Prosser, the newly-elected chairman of the council, and her able associates thought also in terms of recreation activities. A questionnaire was distributed throughout the school.

"What activities would you most like to participate in this summer?" the council inquired of the grade school youngsters. "Playground activities?" Only a few of the youngsters seemed interested. "Swimming?" "Oh boy!" Everyone was interested in swimming. Also, a couple of hundred little hands checked off such items as nature hikes, creative art and creative dramatics.

Through the coordinated efforts of the King

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County Park and Playground Department, the Mercer Island school district and the recreation council, the necessary funds were raised to hire recreation specialists for each activity. Because "all" communities had playgrounds, a playground director was recruited through the King County Park and Playground Department to conduct the usual diversified playground program and also to see that the other specialists, the children and the location got together at the same time and on the same day.

Setting a Pattern

Of the youngsters eligible to participate in the program, over 130 signed up for creative art classes. The quality of the instruction is indicated by the fact that the attendance never fell below 120 all through the eight weeks of the program. Over sixty wide-eyed youngsters made collections of bugs, rocks, leaves and bark; took hikes; saw nature movies under the guidance of a high school biology teacher who had spent many summers as a guide at Mount Rainier National Park. In spite of considerable rain and chilly weather during the program, over seventy American Red Cross swimming awards were presented by King County water safety instructors who conducted swimming lessons at a near-by county beach twice a week. Under the direction of a specialist in creative dramatics from the University of Washington, thirty Mercer Island youngsters thrilled to the make-believe of spontaneous dramatic play.

There is much more that could be said about the summer of 1948 on Mercer Island—the wonderful community spirit and cooperation; the new approaches to publicity and public relations; the loud, spontaneous outbreak of applause from the youngsters for their playground director on the final day of the summer program. But the really important thing is that Mercer Island had established something of a pattern for recreation programs in non-urban communities.

That Mercer Island was able to do this with no local government speaks well for the people of the island who are community-minded, democratic, and forward-looking. To no small measure, however, must this success be attributed to the subsidy program of the State Department of Public Instruction—through which money is made available to local school districts for summer recreation leadership—and to the King County Park and Playground Department, which assisted through its swimming program and by providing half of the playground director's salary and professional supervision and consultation.

Finger painting is always popular with the young everywhere, and Mercer Island proves no exception.

Park and Playground Department

Faced with the responsibility of providing parks and recreation for some 150,000 people in non-urban King County, the ten-year-old county department moves through the two thousand square miles of its constituency repeating the "Mercer Island Story." It is in this experience that lies the hope of leisure-time activities, through a community recreation program for so many areas not at all or partially served by community agencies.

Established in 1938, the King County Park and Playground Department was fathered by the WPA and mothered by informal community clubs. It was the intent, at the time of its organization, to secure land through donations, buildings through WPA, and maintenance and operation from community clubs and agencies. Until 1943, it was possible for the department to achieve the results intended with an annual expenditure of only $66,000 of county tax funds. From 1943 to 1947, the budget climbed to $145,000, with no limit in sight of the amount necessary to meet the needs of all the local communities for facilities, operation, maintenance and leadership. In the ten year period to 1948, however, the county acquired some 231 acres of property, and over 163 acres have been developed for recreation use so far.

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Five large community centers with gymnasiums, and one with an indoor swimming pool, were constructed during this period. Five smaller buildings—ranging from basement rooms to community centers without gymnasiums—also are a part of the county park system. Other property includes three beaches on Lake Washington, one on Puget Sound, and four neighborhood playgrounds.

The natural neighborhood in a nonurban area rarely exceeds a population of more than several thousand, and usually the geographic area runs into several square miles. The density figure for King County, for instance, is less than three hundred people per square mile. To have a county building program for each neighborhood would manifestly run into astronomical figures. It is for this reason that the "Mercer Island Story" is particularly significant. Mercer Island has demonstrated that, by utilizing all of its resources, a nonurban community can provide a really effective recreation program without extensive building and outdoor facilities. As a matter of fact, the experience of Mercer Island shows that those programs which best succeed are those which are activity-centered, not necessarily facility-centered. Programs which are centered on specific facilities too often are limited by their character.

In urban areas of heavy population, the playground and community center serve an ever constant stream of patrons. There are always many people, at any time of day, who are eager to participate in the program. Not so in the less populated rural areas. It takes a real effort to get Sister Sue or Brother Bob over three miles of unpaved roads to a recreation area. Day-long playground programs five days a week under such circumstances are simply futile.

Building a Program

Not a building program, but building a program adapted to these areas is the concern of the King County Park and Playground Department today. To this end, the department instituted a camping program during the summer so that hundreds of youngsters from Mercer Island and other county communities might have the experience of living out-of-doors under capable camp guidance for two and three-day periods. Since it was also considered important to enable every youngster to learn to swim, a roving team of water safety instructors was available for concentrated learn-to-swim campaigns wherever there was a sufficient number of youngsters.

Some twenty different school districts have been conducting summer recreation programs in the county. Plans have been made whereby specialists in drama, nature, music and crafts can be shared by those districts so desiring them—thus making the cost of leadership nominal for each community.

Wherever county-owned recreation buildings now exist, the program is designed to reach out to serve an ever-widening geographical center. Here, also, the key to successful programs is planning—not for the five-day-a-week patron—but for the special age group, the family, or the activity group which can meet once or twice a week to enjoy a variety of recreation activities.

In time, King County expects to have such public, tax-supported community centers for every large nonurban neighborhood or trade area of from fifteen to twenty thousand people. But there will always be Mercer Island and, in the foreseeable future at least, it will have to share the major responsibility for its own recreation. Its "story" is proof that sparsely-populated rural areas can achieve high quality recreation programs through effective organization and utilization of all the community's resources, and by emphasizing activities rather than facilities.

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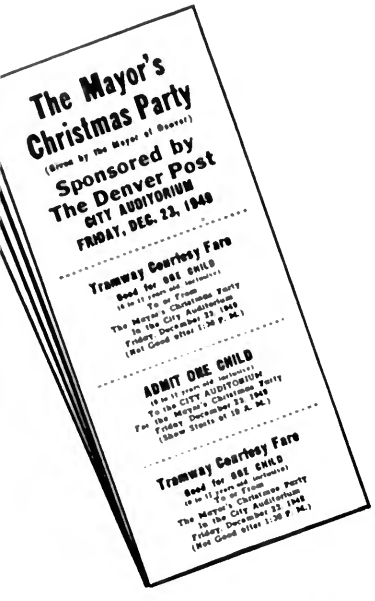
A program giving recognition to all year-round youth-serving agencies in the community.



THE MAYOR'S CHRISTMAS

Approximately two years were spent by the recreation department of Denver in securing information on what other cities had done with a Mayor's Christmas Party. After assembling and evaluating the information and correlating it to the physical and management possibilities in Denver, a Mayor's Christmas Party was set for Christmas Week, 1949.

The party was planned for the boys and girls who participate in year-round recreation and character-building organizations in Denver. These young people are members of: (1) the twelve year-round municipal recreation centers; (2) the ten year-round Community Chest centers; (3) church groups which sponsor year-round activities for youth; (4) national agencies, such as the YMCA, YWCA, Boy Scouts, Girl Scouts, Camp Fire Girls, Blue Birds, and so on; (5) local orphanages. It was decided that the age range should be eight to twelve years inclusive. This was necessary because our largest facility can accommodate only 7,000 attendants, while there are roughly 25,000 Denver children registered in one or more of these agencies.

Invitations to the executives of the above organizations were prepared six weeks before Christmas Day. Each invitation was a personal letter from the mayor to the executive, requesting that the recreation department be notified of the number of admission tickets desired.

The other city departments whose help was necessary in order to put over such a mass program included the parks department, with its trucks and maintenance crews; the city electrical department, for lighting the Christmas trees and the stage; the supplies office, in charge of the city auditorium and annex—the facility used; the fire department, for protection of those in attendance as well as for the distribution of gifts at the close of the program; and the police department, for controlling the crowd inside and outside the facility. Parking was restricted on all four sides of the block in order that children leaving busses, automobiles and tram cars would not be endangered.

In order to secure adequate publicity, a one-newspaper sponsorship was arranged with the *Denver Post,* an evening paper. It provided many column inches plus pictures before the party, and gave complete coverage of the party. In addition, the *Post* arranged for the one-hour show, which this year was a variety show put on by the young people. The paper further solicited and arranged for the delivery to the auditorium of a gift package for each child present. The contents consisted of a bag of candy, a bag of nuts and a choice of fruit—all contributed by local merchants.

Through the James Petrillo Radio and Transcription Fund, the local musicians' union furnished a ten-piece orchestra as well as someone to play the large pipe organ in the auditorium. The Denver Tramway Company supplied free transportation to and from the party for all who were guests of the mayor—both children and adult chaperons. We used a ratio of one chaperon to every twelve children.

The ticket of admission, distributed to all agencies, was a tag board perforated in such a manner that the tramway courtesy fare coupon to the party was the first tear-off; the second tab was admission to the auditorium; the third, for re-

J. Earl Schlupp is director of recreation, Denver, Colo.

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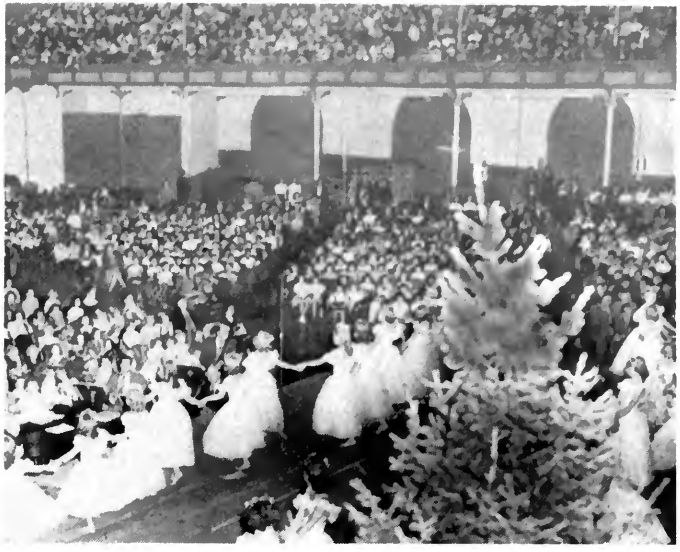
J. Earl Schlupp

PARTY



A section of the large crowd, as seen from auditorium stage.

turn on the tramway; and the top tab, a momento for each child's scrapbook.

The recreation department assumed complete responsibility for coordinating the work of all co-operating agencies. In addition, forty year-round recreation leaders, properly identified, were stationed at key spots in the auditorium to facilitate entry to the proper section, as well as to control the dismissal by sections, thus assuring proper order and decorum in the lines formed then and for the distribution of gifts by the firemen who had volunteered their services. The party proper was scheduled for nine-thirty to eleven a.m., on the Saturday preceding Christmas.

Tramway busses, which had been well-advertised in the *Denver Post,* appeared at specified pick-up points throughout the city, and the groups were carried directly to and from the auditorium. The doors were opened at nine a.m. As they filed in, each guest was given a program which carried a greeting from the Mayor and the verses of the songs to be sung. We filled the building from the bottom up, section by section. Distribution of tickets had purposely been limited to 8,000 boys and girls; and so good was our guess that 7,116 appeared—within one hundred of the maximum limit permitted by the fire department.

At nine-thirty, the organ started playing Christmas music, while the auditorium was filling. All busses had discharged the guests on or before nine-forty, and at nine-forty-five a community song leader led the assembled gathering for fifteen minutes of mass singing. This part of the program was so well done that, another year, we plan to broadcast this first fifteen minutes. At ten the Mayor was introduced and gave a sixty-second welcome, after which the forty-five minute variety show began. At its close, the dismissal of attendance was handled with the help of the public address system, and the auditorium was emptied in twenty minutes. In the adjoining annex, the gift distribution tables were arranged in five aisles: and under the direction of recreation leaders, every child left with a gift.

Tramway cars surrounded the building, properly labeled, and the children were removed from the streets within thirty minutes.

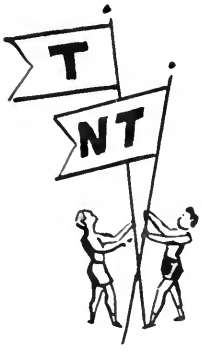
In a rehash meeting of our recreation people during the following week, we found few things to eliminate or change in the party management. We believe that the restricting of invitations to youngsters who participate in year-round activities pointed up recognition of those agencies doing year-round youth-serving work. Our answer to our critics about the "underprivileged" was: "No youth in Denver is underprivileged in the opportunity to participate in year-round recreation and character-building programs!" There is an agency within walking distance of every home or a home meeting group of a national agency. We do not like the word "underprivileged" in the recreation department unless it is defined as underprivileged educationally, economically and so forth.

We feel that the Mayor's Christmas Party focused the city's attention upon private, quasi-public and public agencies, and that it made many friends for the city with the press, parents, and with critics who watched the program.

Every community, regardless of size, could stage such an affair, working out its own controls based upon adequate indoor handling of mass attendance, solution of the transportation problem and adequate advanced preparation, plus capable management on the day of the activity.

New Sports Wrinkle

Edward S. Wiater



CARNIVAL DAYS are happy days for the young and the old. This holds true in the cities of Tonawanda and North Tonawanda, where T-NT, as the two areas are called in western New York, now have an entirely new and different carnival season for which everyone has high praise. This new wrinkle in entertainment is a summer sports carnival of a month's duration, planned as early as the preceding December—a carnival designed for recreation, entertainment, and the extension of good will.

In August, the North Tonawanda Recreation Department, with its cross-canal twin of Tonawanda, ties up the cities' sports year with a sports festival embracing all possible athletic events. Each and every day in the month is designated for some sports event. The contestants are imported sports figures as well as registered entrants. And anyone who thinks he can qualify, regardless of color, creed or residence, can enter.

The carnival is arranged to provide fun for people who love fast-moving events as well as for those who go in for the more quiet, less strenuous exhibitions of skill. It is for men and women, for those who excel in sports as well as for those who wish to learn.

The Tonawandas, situated midway between the metropolis of Buffalo and scenic Niagara Falls, have a total population of almost 50,000. In 1947, the two cities observed their golden jubilee and, as part of the celebration, a small sports program was initiated. It was then that the idea of a sports program on a carnival level came to William "Pop" Ramsey, recreation director of NT.

He sold the plan to the recreation director of Tonawanda and the junior chambers of commerce. With these groups interested, the next stop was the office of the *Tonawanda Evening News,* where the idea was presented to the paper's president. Then and there it was decided that this was a revolutionary idea in a sports program; and in December of 1948, the 1949 T-NT Summer Sports Carnival began to be formulated.

It was agreed that each city would donate $1,000 to the carnival. The *News* agreed to make good on all expenses over this budget. With money to act as a basis, the next step was to arrange a meeting of various organizations in the twin cities. The plan was presented to the clubs' representatives, who were told that they could choose any sport they desired. It would be the clubs' responsibility to organize the activities for a day and to supply the awards. To this proposition, twenty-one organizations responded.

The program, however, soon outgrew its original proportions. Letters explaining the situation were sent to local industrial plants. They responded generously and, with adequate financial backing, the carnival began to take shape.

First, the program was incorporated. In anticipation of accidents, insurance was taken out to cover not only the participants in the athletic events, but spectators as well. Meetings were scheduled to be held twice weekly, and the newspaper editors took care of the publicity. The carnival was publicized directly not only in the twin cities, but within a radius of two hundred miles in both the United States and Canada.

When the final program was drafted, it embraced twenty-five different events. Sunday, July 31, was selected as opening day and September 5, Labor Day, as the closing day.

With the Niagara River handy, it was decided that on opening day motor boat races and the regatta would be held. Prior to the races, a contest was planned to get a name for the affair. In-

terest was further stimulated when top men in the racing world were secured by the junior chambers of commerce.

The following day, Monday, a basketball tournament and clinic were inaugurated, scheduled for one day in Tonawanda and the next in North Tonawanda. The Kiwanis club secured the services of well-known Joe Niland, basketball coach of Canisius College, to conduct the event. Each day Niland gave basketball pointers, held scrimmages and, on the last day, arranged an all-star game between players from the respective cities.

On August 3, the Niagara River was again put to use. This time, a mile and three-quarter swimming race was held. The *News* sponsored the event and obtained the great Yale swimming coach, Bob Kiputh, for a referee and judge. A Tonawanda athlete, he rode the leading cruiser while refereeing the race. The contest drew twenty-one entrants, including two girls. For protection and safety-first, each swimmer was accompanied by motor watercraft.

On succeeding days, a lacrosse game, a trap and skeet event, a football clinic—similar to the basketball clinic, a greasy pole race, water games and a canoe race were held.

Saturday saw an airplane model contest and a kite-flying contest. These events drew contestants from as far as the southernmost part of Pennsylvania.

Sunday, which marked the midpoint of the carnival, featured a bike race through the center of Tonawanda. Streets were blocked off to avoid any possible car-bicycle accidents. As the cyclers circled their route, balloon tire races were held. To make it all-inclusive, even tricycle races were on the program.

On August 15, the Sikora American Legion Post conducted a baseball clinic that drew an attendance of over five hundred youngsters. Professional ball players from the Buffalo baseball club sent four players who had their hands full showing the tricks of baseball and answering questions. Billy DeMars, now of the St. Louis Browns, was so impressed by the enthusiastic response that he remarked: "I certainly enjoyed this as much as I do my regular baseball."

When the program was being planned, it was learned that an archery team would be passing through Buffalo on its return from an archery exhibition in Boston. These archers were persuaded to stop over in the Tonawandas and put on an exhibition, on the eighteenth of August.

The golf hole-in-one tournament was held on the seventeenth and eighteenth, attracting hundreds of golfers as well as hundreds of others who were trying their first swing with a golf club. The large turnout forced the tournament to run over its schedule and it finished on the twentieth.

On Thursday, T-NT residents also witnessed one of the oddest sporting events of the carnival: a baseball game between the best ball club in the twin cities and a picked all-star aggregation of ball players who had been in their prime over fifteen years ago. Though somewhat creaking with age, the Old Timers, with such players as Browny Winkler— who was sought by major league teams some twenty-odd years ago—still had enough baseball in them to win a decision. A big party was thrown after the ball game, and anybody who wished to come was invited to sit in on one of the greatest baseball bull sessions ever held in the Tonawandas.

The remainder of the carnival offered a track and field meet, sailing races, a bait and fly-casting contest, a week-long tennis tournament.

The feature of the closing day was a seven-mile road race through the heart of North Tonawanda to the finish line at the North Tonawanda High School Stadium, where over 4,000 people witnessed the end of the race and the carnival-ending ceremonies. More than fifty runners entered the race, including Selwyn Jones, the great Australian runner who finished third in the marathon held in the last Olympic games. Another spectacular entrant was an amazing gent who was racing at the age of sixty-five. Handicaps for the race were given according to AAU standards. Jones, of course, was the only man to start from scratch. While the race was in progress, a band presented a concert at the stadium, ending as the runners approached it. With the finish of the race, the local barbershop choir rendered old-time selections until it grew dark enough to stage the fireworks display—costing twelve hundred dollars.

The carnival drew so much interest not only in the twin cities, but also in surrounding areas, that Director Ramsey decided to make this an annual affair with new revisions to maintain interest.

A most gratifying result of the affair is the fact that citizens and clubs cooperated so well that the budget still boasted a little over one hundred dollars! This is even more gratifying when one realizes that the carnival was free to all. There were no entrance fees for contestants and all equipment was supplied by the recreation departments.

"Love of games tends directly to enrich social relations while relieving duty's routine. Games do much to mellow and dignify the inevitable rivalries of life . . . "—*Percy Hughes.*

Recreation Suggestion Box

November Calendar of Events

1 All Saints Day
1-7 American Art Week
4-12 National 4-H Achievement Week
5-11 American Education Week
5-12 Camp Fire Girls Better Breakfast Week
7 Election Day
11 Armistice Day
11-18 Second Young Canada's Book Week
12-18 National Children's Book Week: 32nd Annual Celebration
15-18 The *New York Times* Fourth Annual Boys' and Girls' Book Fair
18 National Kids Day
23 Thanksgiving Day

A Play Therapy Cart*

Josephine V. Basile, R.N.

Well-stocked, portable play carts are becoming more of a familiar sight in hospitals with small pediatric divisions and little or no organized recreational therapy. These wooden carts can be handled easily and might be just the thing to carry equipment for the tots *on your playground.*

One cart, designed specifically for hospital use, is forty-four inches long, twenty-four inches wide and forty-two inches high. Its wheels are large, heavy and fitted with rubber tires. The bottom section is divided into two drawers, each twenty inches wide, twenty-two inches long and fifteen inches deep. When the cover is raised, one sees four sections, each ten-and-one-half inches wide and twenty-three inches deep. Each section is labeled with a letter and a specific age group:

A. *Birth to Three Years*
Rubber-squeaking toys
Rattles
Cradlegym
Water ball and toys
Box with clothespins
Rag animals
Pocketbook
Cars and trucks
Wooden plates
Telephone

B. *Three to Six Years*
Garden tools
Lotto game
Nurses', doctors' kits
Blackboard and chalk
Blocks
Rag dolls
Blunt scissors
Paints and paint books
Clay
Stove, dishes, muffin pan

C. *Six to Nine Years*
Rope
Marbles
Paper dolls
Cloth for dolls' dresses
Balls
Crayons and scrapbooks
Puzzles

D. *Nine to Twelve Years*
Checkers and dominoes
Playing cards, building sets
Doilies and thread
Blunt scissors
Modeling materials: soft wood, clay, soap, short-bladed knife

The letters A, B, C or D are etched or painted on all toys so that they may be easily returned to the right section after they have been washed.

One of the drawers beneath the sections contains unfinished projects in labeled paper bags. The other has materials and directions for handcrafts—including wool for braided rugs, boats and planes to be assembled, crepe paper, postal cards, glue, colored paper, scissors, raffia and a small cardboard hand loom.

Under the metal handle at one side of the cart hangs a figured laundry bag which receives toys to be washed. On the opposite end are four book shelves labeled A, B, C and D, to correspond to the sections of the cart.

Corresponding sections and shelves are painted the same colors, creating a bright and gay effect.

* Excerpted from the *American Journal of Nursing*, New York.

Your Community Center Christmas

How about planning a Christmas party for any servicemen stationed near-by? Here is another opportunity for recreation leaders to be of service to their fellowmen.

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Community Education and Recreation

John F. Regan

OUR THEME might well be "A Lighted School —A Sign of Progress." It is the enlightened public school system and the enlightened public school administrator who think of the school as open not only from eight in the morning to three in the afternoon, but after school hours and evenings, open to the whole community to be used for educational and recreational pursuits. Open also during the long summer months to be used as summer playgrounds for the youth of the community and as centers, where the adults can meet for whatever activities will enrich the lives of the individual and the whole community. This thought is not new—but it is only very recently that anything is being done to follow through on this philosophy.

"The strength and stability of democratic government depends upon the force of enlightened public opinion," said the preamble to the UNESCO London Conference.[1] As we ponder these words, we would do well to remind ourselves that the core concept of the adult education movement, which originated in the folk schools of Denmark, strongly stressed the improving of society by producing and sustaining an enlightened citizenry. We also must think of it as one of the principle means of making the democratic process effective, and of giving the people the full use of their mass intelligence in determining their own destiny.

As most people in the field see it, adult education embraces whatever help in living can be had from the recorded or communicated experiences of others. It is made up of educational, recreational or vocational activities for everybody at all times and in all conditions. Promoters of adult education believe that there is a place in community center programs for such educational and recreational activities—for art, discussion of public questions and other activities which contribute to the betterment of ordinary living.

There are innumerable reasons given for the existence of adult education programs. For the sake of brevity, I will only discuss one—the fact that the affairs of the world, including the upbringing and teaching of children and adolescents, are in the hands of adults. In order to do their jobs adequately—whether it be in the area of good family relations, of world affairs, or somewhere in-between individual concerns and global issues—men and women constantly require more knowledge, deeper understanding and a chance to experiment with new ideas. It often seems, however, that what adults need most of all is an opportunity to continue developing their creative abilities, not only for the enjoyment to be found in creative activities, but also for the release from nervous tension which they give. This statement is also apropos to the recreational activities of an adult recreation program. Inward calm is an essential condition for increasing one's own perspective and one's grasp of another's point of view. Only as we acquire these attitudes shall we, as a people, be equal to the task of building a better world.

"America has always believed in education as a means of strengthening American democracy. Because of the dynamic period in which we are living, many men are going, and should go, back to school today to take courses dealing with the change in this new age. In addition, the latest resources within many communities are being

[1] Mary L. Ely, *Handbook of Adult Education in the United States*, page 9.

John F. Regan serves as the director of adult education and recreation in Watertown, Connecticut.

opened up so that they may enrich the lives of those who have completed their formal schooling. Through planned study in the company of friends and other members of the community, they are gaining new interests, enlarging their outlooks and developing powers of mind and personality. Through such people, individual towns and American democracy in general are being strengthened."[2]

Before I get into the objectives outlined for the adult education and recreation program for Watertown, Connecticut's public school department, I would like to take a little space to discuss briefly a problem that crops up frequently. This problem is the question arising of where education stops and recreation begins. The dividing line between education, particularly adult education, and recreation is extremely difficult, if almost impossible, to draw. There is a great deal of overlapping, and an activity that is educational and academic to one person would be play and recreational to another. Recreation means doing the things which one really wants to do. Perhaps the real and final test of whether any activity should be considered recreational must be the attitude of mind of the person taking part in the activity. It is very true that a great many of the activities which are frequently parts of programs of adult education—forums, crafts, music, dramatics—are activities which can be regarded under many circumstances as recreation—to prove a point I made a while back. If taking part in these activities brings a satisfaction quite apart from any other benefits which may also accrue, then recreation is definitely a part of the whole adult education field.

The objectives of the adult education and recreation section of the Watertown public school system could be outlined as follows:

1. To offer to the community those activities in which adults would like to participate—either educational or recreational.

2. To coordinate and integrate existing facilities and resources in adult education and recreation in order to extend to as many as possible the opportunity for education and recreation.

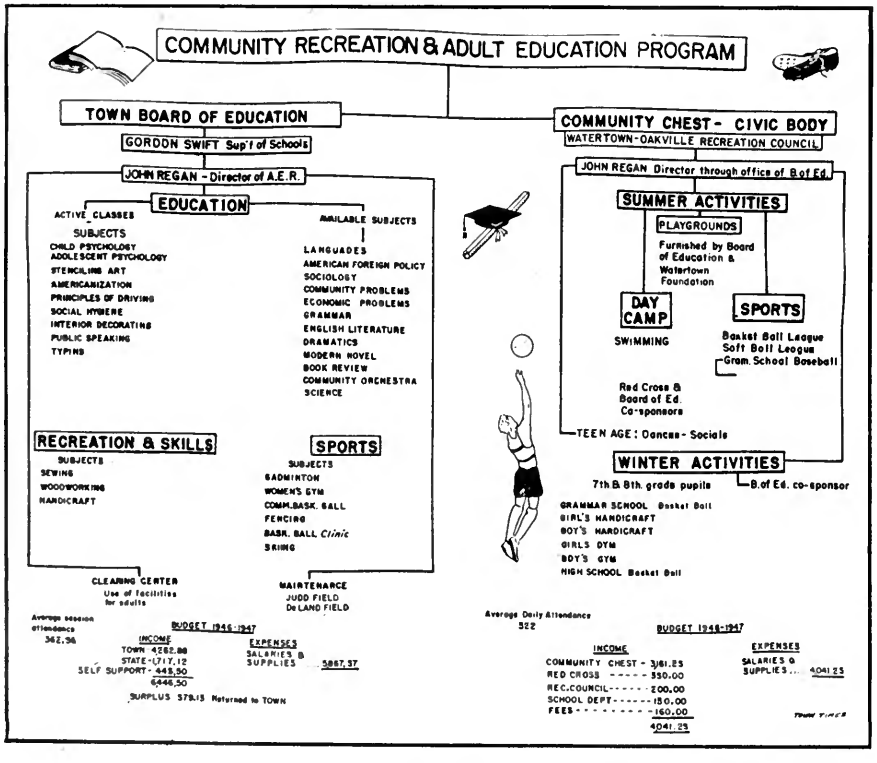
3. To work in close cooperation with other public and private agencies and citizens of the community to promote continuing educational and recreational opportunities for the people.

The adult education and recreation section does not conceive itself merely as a purveyor of recreation or adult education, or as seeking to establish a set of relationships between the schools and the community. It sees itself as a part of the town's school system, working in partnership with other town services, agencies and citizens to set up and carry through educational and recreational activities. It seeks to house, to carry on and to encourage good neighborhood activities and to preserve and promote increasingly productive relations with all those citizens, agencies and town services forwarding good life in our town.

The accompanying organizational chart shows how the Watertown adult education and recreation section is organized, the chains of authority, the program, and the method of financing. This large chart was used on many occasions as a visual aid in talks to local organizations the first year we were selling the program to the town.

The Watertown program is unique and, as far as I have been able to ascertain, seems the only one of its kind attempted by any public school department in the state of Connecticut.

[2] Annual Report, 1947—Board of Education of New York City.



The program, as it is being conducted now, has been in operation just three years. Camp is just coming up. In this period, the budget has grown from less than $10,000 in 1946 to about $18,000 for 1949. The total registration and attendance have grown more proportionately with an increase of over one hundred per cent in both totals in the three-year period.

The summer program, which is entirely recreational in nature, is aimed primarily at the youth of the community. It is financed mainly by the recreation council, a Community Chest agency, but the school department provides the director, the buildings and some money. Other community agencies, such as the Red Cross, the Boy Scouts and, for the first time this year, an item included in the town of Watertown's budget labeled recreation, help financially. Many private citizens and local industries contribute both materials and money to help out.

The program offers the use of six playgrounds and a day camp, and provides teen-age activities, baseball, basketball, a softball league, and a community swimming lake.

Another feature is an equipment and program loan service. Any agencies or individuals needing recreation equipment are free at any time to borrow all sorts of materials on a short-term loan. Our library of materials and books is also available to the community and used widely in setting up recreation programs for all types of age and interest groups.

The long-range planning calls for an expanded program of recreation during the summer months for the adults of Watertown. The winter program is held almost entirely in the public schools, and is financed principally by the school budget. The organization chart lists almost all the activities now being conducted. Added to this are activities which have started since the first of the year: ceramics, dramatic club, fly-tying and casting for fishermen, and hooked rug-making.

Something new in the field of adult education was organized last fall—an adult education and recreation program jointly conducted by the public school department and Taft School, a private preparatory school. The idea was to combine the faculties and to use facilities of both institutions.

For the first time, and in conjunction with this joint sponsorship of an adult education and recreation program, we are setting up an adult education council. As I see it, this council will have three main functions:

1. To advise the director of program activities.
2. To advise on means and methods of selling the adult education and recreation program.
3. To help set up and follow through with long-range planning.

Coming under the duties of the director are two additional ones which are closely related to the general field of community organization. One is the issuing of permits to the public for the use of all school facilities. The second is the responsibility for the maintenance and upkeep of the playgrounds and athletic fields in town.

Along with the various duties connected closely with adult education and recreation, there also are many activities going on in the community which require his assistance. Being closely associated with the recreation council, all Community Chest financial drives and affairs must be attended. The director must also devote time to Red Cross meetings on water safety and first aid, and these take some time and endeavor. In addition, there are many other agencies in the community which have varying degrees of interest in the program and their needs must be met. I believe that it is only by satisfying such needs and building up a spirit of very good cooperation and integration that any kind of success in this field can be achieved.

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INSIDE STUFF

Community Recreation Centers Series—II

Mildred Scanlon

FIRST IMPRESSIONS are so important! They need to be carefully planned because they tell much, much more than most people suspect. Of course, the theatre has always paid serious respect to their importance, and stage designers have spent many a long hour working on a set that, at the raising of the curtain, will tell just the story they want it to convey.

Recreation centers should give equally as much thought to the matter because, with the opening of the front door, just such a tale is told! It isn't always the tale the director likes—but with a little planning, she can make it a different story!

When the visitor puts his foot inside the front door, he forms some very definite opinions about the efficiency of staff in running the building and about the person who supervises the housekeeping chores. Dirty woodwork, soiled curtains, scuffed stairs, finger-marked doors and dusty lights scream of negligence, laxity and an "I-don't-care" attitude on the part of everyone concerned. Maybe there *isn't* enough money—or help—available to do the job properly, but some directors faced with that problem have organized bucket brigades, clean-up squads and Tom Sawyer parties in which center groups themselves had a gay time scrubbing and painting. It's all in the director's approach, of course!

By the time his second foot is inside the door, the visitor should have noticed *more* than the clean, attractive front entrance. The bulletin board should have caught his eye and informed him of all the exciting events of the week, with special emphasis on the ones for today and tonight, their time and location.

The building directory should have pointed out the path to follow to get to the big event-of-the-evening or to any of the other activities going on in the building. How many times have you heard people say, "A library? I never knew there *was* one in the building!" Don't keep any secrets—let the building directory tell all it can about what the place has to offer.

A perfect arrangement would be one in which the director could meet and greet every person as he entered. But there's no such thing as a perfect arrangement! The next best thing would be to have a picture of the staff, mayor, junior chairman or club council conspicuously posted and labeled. The visitor could then feel more comfortable knowing who his host or hostess is!

Needless to say, it won't do any good to have all this helpful information and hospitality about if it can't be seen! So make sure that your recreation center is brightly illuminated and as pleasing and attractive as possible.

Make yours a grand entrance, and success is bound to follow!

Mildred Scanlon is a leadership training specialist on the staff of the National Recreation Association.

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An Astronomy Group

Doris Mann Stierli

SOME ADULTS enjoy bowling in their leisure time; while others find their recreation by donning old clothes and hiking through the woods. In the communities of Caldwell-West Caldwell, New Jersey, a group of approximately thirty men and women finds its pleasure in the study of astronomy.

This hobby group has built its own telescope, made a detailed study of star charts, and has greatly increased its knowledge of this fascinating field, all within the period of one year.

You may ask, "How did this recreation activity come about?" or "What part did the recreation commission play in establishing such an organization?"

The boroughs of Caldwell and West Caldwell are very fortunate in having a volunteer leader such as Robert M. Greenley, an optical instrument maker who has had vast experience in the field of astronomy. At one time he was a member of an astronomical society in Teaneck, and has always visualized such a group in Caldwell. He has also given astronomy courses in the adult education program offered by the town's board of education. However, Mr. Greenley realized the need for a carry-over of this activity after the basic course of instruction was completed. If only this group, composed of both novice and advanced astronomers, could have a club and meeting place to continue with their research! And so, with the assistance of the recreation commission, a "West Essex Astronomical Society" was born. The commission obtained a high school room where the club could meet once a month to carry on its program and now handles all publicity for the club through the weekly paper.

This self-supporting organization reveals a real cross-section of the two boroughs. The roster includes engineers, clergymen, teachers, a movie projectionist, clerks, mechanics, librarians and milkmen. The only requirements necessary to become a member are the contribution of an annual fee of two dollars and a genuine interest in astronomy.

The progress of the club, under the excellent leadership of Mr. Greenley, has been truly amazing. Each member has worked on the building of a telescope—of the mirror-reflector type similar to telescopes used in Mt. Wilson and Mt. Palomar, California, observatories—which will serve a dual purpose of scientific and educational value. Not only will the society benefit from this telescope, but it also will be used by the Caldwell schools for visual-aid demonstration.

The club is primarily an observation group. If the sky is clear, telescopes are set up and the participants become engrossed in watching the many constellations. There have been as many as four telescopes in operation at one time. Program is also provided by eminent amateur astronomers who speak on subjects associated with the work they are doing at the time, and films are sometimes shown of sunspots and allied solar phenomena.

Future plans for the club include an additional observing night midway between meeting nights, and an occasional "Star Party" which will be open to the public. Several telescopes will be set up, with a member who is prepared to answer questions assigned to each one. The parties should provide an excellent opportunity to sell the program and make more citizens star conscious.

Doris Mann Stierli is the assistant superintendent of recreation in Caldwell-West Caldwell, New Jersey.

Small children were not forgotten—noon recreation at elementary school. Note checkerboard on floor.

Robert Forbes

Fun in Moscow

"WHAT DO YOU mean, 'fun in Moscow'? I thought everything behind the Iron Curtain was . . . "

Oh, no, I mean Moscow, Idaho, the dry pea capital of the nation. This is a community of 8,500 citizens, plus University of Idaho students, which includes funds for public recreation in the municipal budget, hires a full-time recreation director and has set up facilities for the leisure-time betterment of its citizens. So Moscow has another trophy to hang in the city hall in addition to ribbons for cleanliness and the outlawing of flies. Almost from the day it stepped into the ranks of a city in 1883, its recreation-consciousness has been the envy of people in less progressive communities. Organized recreation grew with the city through the years until World War II. A municipal swimming pool, tennis courts and a softball diamond, as well as the inclusion of adults and pre-school children in the program, were features of this period. However, in the early 1940's, juvenile delinquency and other problems of too-much-leisure-time increased.

Moscow's PTA then started the ball rolling toward a bigger and better recreation schedule. Sparkplugged by it was a community recreation committee composed of members from each local service club and the public schools, plus George Greene and Leon Green of the University of Idaho Department of Physical Education. This committee was directed by the city chamber of commerce.

Although not a professional recreation worker, Robert Forbes felt that his hometown's recreation program was satisfying enough to be written up for RECREATION.

To members of that early committee goes much of the credit for success in the planned fun venture.

Greatest share of credit for the city recreation program should go to Leon Green, however. It was largely because of his professional interest that the Moscow program continued through the last ten years. He has also been instrumental in stimulating interest in recreation statewide. Recently, both Weiser and Nampe, Idaho, saw the wisdom in employing a full-time recreation director, largely through Green's efforts.

Proud winner of pet parade. Special events at park include all age groups.

In 1947, the Moscow City Council voted to make the recreation committee a permanent body and allot tax money for its disposal. This budget allowed the employment of a full-time director of recreation and the help of several part-time or seasonal experts. The head post was filled last June by Carl Munson, Vandal gridman of 1946 and 1947.

The council also put the efforts of the committee

(*Continued on page* 338)

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Fun in Moscow

(*Continued from page* 336)

on a more permanent basis with the creation of a city recreation commission.

The program has been booming in Moscow for the last three years, being especially active during the past two summers. In 1949, city recreation drew the amazing total of 70,000 participation-hours at a cost to the taxpayer of less than six cents per hour.

Many townspeople of all ages had fun in the city recreation park, where baseball games were organized, the swimming pool was kept busy twelve hours a day, bicycle races and special events were held. Among these last were a pet parade, water carnival, kids' circus, all-city swim meets, band concerts in the park, square dances, talent night, doll day, Indian festivals and day and night softball and baseball games for all ages. One of the most popular activities was the weekly scuffle on the ball diamond between the Half Pints and the Squirts. Baseball games between Moscow teams and those of near-by towns went on almost nightly, under a $3,000 park lighting system made possible by the chamber of commerce.

The city high school was quiet not one summer day. Square and folk dancing classes took over the gymnasium, while the auditorium resounded to the tootlings and booms of a daily band concert. Children nine to twelve years of age formed a group which discouraged weeds on the high school baseball diamond.

Small children were not forgotten in the rush either. They had a special park, with wading pool, sandpile and swings, in Moscow's East End. Here doll days, Indian lore and a rhythm band were featured. In addition, for two successive years, Anne Livingston, recreation leadership specialist of the National Recreation Association, conducted a training school in Moscow and did much to help the leaders in the city.

A noteworthy development in Moscow's awakened civic pride and recreation program can be seen on city streets at Santa Claus time. A community Christmas tree, greens and lights on every lamppost, a fir bough canopy over Main Street, and daily programs of carols were quite an undertaking for the city. All of the towns close to Moscow also take part in the yuletide programs, which include a Genesee Day, Potlatch Day, Troy Day and so on.

Winter doesn't bring an end to the outdoor side of Moscow's fun. Skiing instruction has been given on the Robert Peterson farm just outside of town. The municipal baseball diamond is flooded to make an excellent skating rink; a hilly street in town is blocked off to provide a safe place for youngsters and their sleds. A City Recreation Basketball League has been formed with eight teams and over one hundred players participating.

A milestone in emphasis on the right kind of fun in Moscow was passed in October, 1948. At that time, a new city recreation center was opened —a full-depth, first-floor room on Main Street in the middle of the business district. The event drew a capacity crowd of over five hundred people, who came to look the place over, enjoy refreshments and take in an exhibition of square dancing and entertainment.

Munson outlined a tentative program for the center including handcraft nights, community chorus sessions, stamp trading, fly-tying, ping-pong and checker tournaments, square dances and teenagers' night. The older folks are not to be forgotten for an afternoon is to be reserved for them.

Moscow Mayor, R. K. Bonnett, is well-pleased with the recreation program. He says, "Our small tax levy has been repaid manifold by more contented children and grownups."

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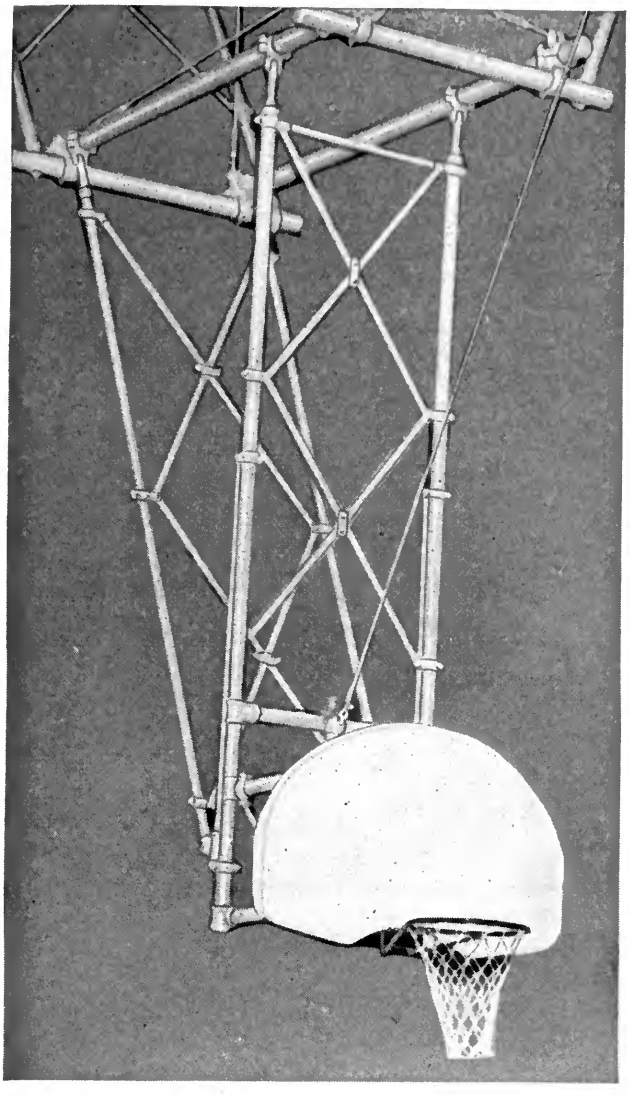

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Basket Ball, revised by the V-Five Association (Committee). U. S. Naval Institute, Annapolis, Maryland.

Brave Cowboy Bill, Kathryn and Byron Jackson. Simon and Schuster, Incorporated, New York. $.25.

Child's First Cook Book, A, Alma S. Lach. Hart Publishing Company, New York. $1.25.

Christmas in the Country, Barbara Collyer and John R. Foley. Simon and Schuster, Incorporated, New York. $.25.

Camping, Arthur H. DesGrey. The Ronald Press Company, New York. $3.00.

Flowered Donkey, The, Margaret Mackay. The John Day Company, Incorporated, New York. $2.25.

Gay Parties for All Occasions, E. O. Harbin. Abingdon-Cokesbury Press, New York. $2.95.

Golden Circus, The, Kathryn Jackson. Simon and Schuster, Incorporated, New York. $1.00.

Great Big Fire Engine Book, The. Simon and Schuster, Incorporated, New York. $1.00.

Gymnastics and Tumbling, revised by the V-Five Association (Committee). U. S. Naval Institute, Annapolis, Maryland.

Henry Hare's Boxing Match, Dorothy Clewes. Coward-McCann, Incorporated, New York. $1.00.

Howdy Doody's Circus, Edward Keane. Simon and Schuster, Incorporated, New York. $.25.

Let's Celebrate Christmas, Horace J. Gardner. A. S. Barnes and Company, New York. $2.50.

Making Good Communities Better, Irwin T. Sanders. University of Kentucky Press, Lexington, Kentucky. $2.00.

Recreation, Ferd John Lipovetz. Burgess Publishing Company, Minneapolis, Minnesota. $4.50.

Paddy Points the Way, David Grew. Coward-McCann, Incorporated, New York. $2.75.

Play-in-Bed Fun, Marion Jollison. Hart Publishing Company, New York. $1.25.

Recreation Time, Winifred Prendergast. J. M. Dent and Sons, Limited, Toronto, Canada. $1.50.

Shallow Water Diving, Hilbert Schenck, Jr., and Henry Kendall. Cornell Maritime Press, Cambridge, Maryland. $2.50.

Silver Blades, Sarah Louise Barrett. Dodd, Mead and Company, New York. $2.50.

Swimming and Diving, revised by the V-Five Association (Committee). U. S. Naval Institute, Annapolis, Maryland.

Twenty-three Boats You Can Build, compiled by the editors of *Popular Mechanics Magazine.* Popular Mechanics Press, Chicago, Illinois. $2.00.

What to Make, Volume 12, compiled by the editors of *Popular Mechanics Magazine.* Popular Mechanics Press, Chicago, Illinois. $1.75.

When I Grow Up, Kay and Harry Mace. Simon and Schuster, Incorporated, New York. $.25.

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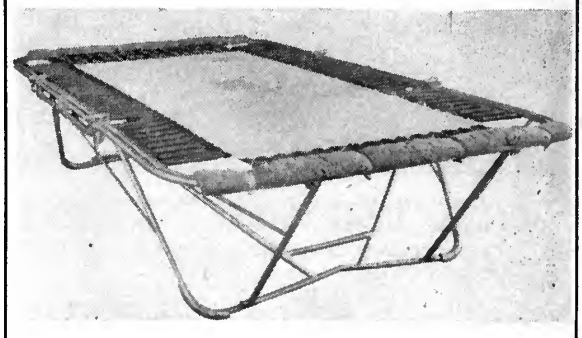

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Dog Training Classes

THE Milwaukee Department of Municipal Recreation, in cooperation with the Wisconsin Humane Society, conducts a Dog Training School at one of its social centers during the winter season.

"There is no such thing as a bad dog," says Gustave P. Utke, executive vice-president of the Wisconsin Humane Society. Recreation leaders and boys' club workers have often used a similar phrase made famous by Father Flanagan, founder of Boys' Town, who stated: "There is no such thing as a bad boy." Canine delinquency can be blamed on the owners of dogs. With proper treatment and instruction, any dog can be trained in good manners and obedience. On this premise, the Wisconsin Humane Society started an educational program for dog owners. The great value of this program for children is that it teaches them the proper relationship between themselves and their pets.

The animal welfare director of the society conducts the recreation department course of ten lessons for ten weeks for children from ten to sixteen years of age. Dogs from eight months to three years of age are admitted for training. At the close of the ten-week period, certificates are issued to those who have completed the course satisfactorily.

Children and dogs are taught to work together during the course, which includes the following training sessions:

(1) Lecture on dog care and training. This covers such points as patience, clear, firm commands, sharp corrections, length of time to work dogs, food, cleaning, and so forth. (2) Demonstration of commands. Heel, down, stay, come, sit. (3) Lesson on command to sit, working individually with class. (4) Lesson on command of sit and heel. (5) Lesson on command of down. (6) Lesson on command of stay. (7) Lesson on command of stand. (8) Lesson on command of recall or come. (9) Review of all commands for final tests. (10) Graduation day.

The graduation program is a test of the child's ability to handle his dog. Judges are selected from the Milwaukee Dog Training Club, and children and dogs are graded as they "strut their stuff." Trophies donated by service clubs and the Dog Training Society are awarded to the best performers.

Submitted by the Milwaukee Department of Municipal Recreation and Adult Education.

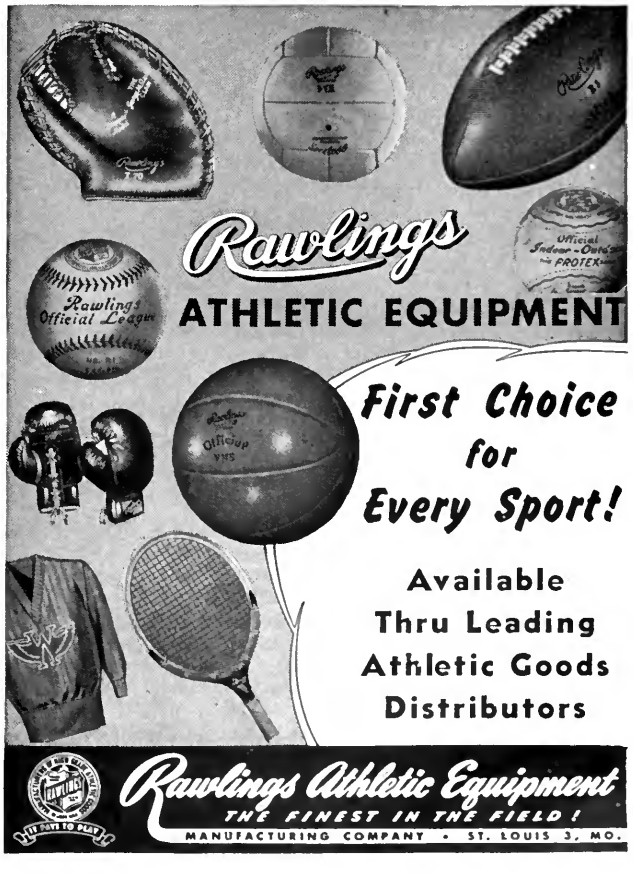
City Ski School

MORE Syracusans have been learning ski fundamentals at their free Ski School since the old concept of a winter program as being almost exclusively indoors was destroyed with the establishment of sectional skiing instruction in the city's Thornden, Schiller, Onondaga and Burnet parks.

This school has not been limited to youngsters; particularly significant is the adult interest in Saturday skiing instruction. In all, 545 adults were taught skiing fundamentals, many of them in afternoon classes reserved for grownups.

The Ski School was approved by the United States Eastern Amateur Ski Association to issue fourth-class proficiency awards after the required tests. All instruction has been based on the New York State Unified Technique, taught by eight instructors selected from the Syracuse University ski school staff. Two ends have been accomplished by using this system. Since all instructors teach the same technique of skiing, a person can continue receiving instruction in any of the areas, without repetition or interruption in training, simply by notifying the new instructor of his progress at the previous area. Secondly, the emphasis has been on safe, enjoyable skiing fundamentals.

From the Centennial Year Report, Municipal Recreation Commission, Syracuse, New York.



Magazines and Pamphlets

Park Maintenance, June 1950
Outdoor-Indoor Pool. (Detroit, Michigan)

Beach and Pool, June 1950
Planning Your New Swimming Pool, Philip Ilsley.
The Modern Swimming Pool—A Symposium (continued).
Water Stunts and Games for Beginners, Russell Coffey.

California Parent-Teacher, June 1950.
Are You Ready? Robert W. Crawford.

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From Rest Park to Playground, Charles E. Doell.
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Blackboard Fun. Victor Perard. Pitman Publishing Corporation, New York. $1.00.

Drawing Dogs, Victor Perard. Pitman Publishing Corporation, New York. $1.00.

Drawing Flowers, Victor Perard. Pitman Publishing Corporation, New York. $1.00.

Drawing Horses, Victor Perard. Pitman Publishing Corporation, New York. $1.00.

Decorative Design. Fritzi Brod. Pitman Publishing Corporation, New York. $1.00.

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An Eclectic Philosophy of Energy Emergence, Part I and **The Application of an Eclectic Philosophy of Energy Emergence for Evocative Education,** Part II, G. M. Gloss. University of Maryland, College Park, Maryland. Part I, $2.00; Part II, $1.00; Parts I and II, $2.50.

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Guide Post to Good YMCA Day Camping. Association Press, New York. $.50.

Drawing for Fun. Sentinel Books, Publishers, New York.

When You Are in the Woods, Fay Welch. New York State College of Forestry, Syracuse, New York.

Teaching Beginners to Swim. Beach and Pool, New York.

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Know Your Canoeing, Western Division, American Canoe Association, 8224 S. Woodlawn Avenue, Chicago, Illinois. $.50.

Lift Every Voice, The Service Department, Box 871, Nashville, Tennessee. $.25 each; 20 for $4.50; 50 for $10.00; 100 for $18.00.

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Clubs for the Golden Age, The Ohio Citizens' Council for Health and Welfare, Columbus. $1.00.

Twenty Tepee Tales for "Y" Indian Guides. Association Press, New York. $.75.

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Safety in the Woodshop (Safety Education Data Sheet).
A Basic Program, William R. Mason.

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Magnet of Lights Pulls in the Recreation Crowds.
Better Budgeting Means Better Parks, Robert P. Aex.

Parks and Recreation, September 1950
Recreation Values in the National Forests, John Sieker.
Purpose of State Parks, Kermit McKeever.
Arizona City Expands Its Recreation Facilities, Marguerite Clark.
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Tomorrow's Playgrounds for Today's Children, Samuel Snyder.
A Basis for Community Planning in Recreation, Lewis R. Barrett.
A Recreation Policy Statement. Official AAHPER Action.

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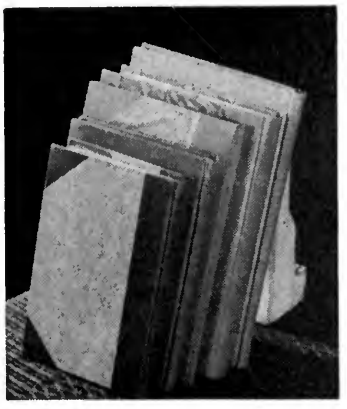

New Publications

Covering the Leisure-time Field

Family Fun Book

Published by the publishers of *Parents' Magazine*. Order from Subscription Department, Parents' Institute, Bergenfield, New Jersey. $1.00.

HERE is a gay little book to keep in a handy place where all the family can use it! Like a good cook book, all the fun recipes have been tried and tested, and they all work!

Have you a "play tyrant" in your home? A child who demands attention every minute of the day? Teach him, through play, to be self-reliant in his amusements before he's five and he'll never grow into a restless, bored adult. The chapter "Help Your Child To Entertain Himself" is a wise, interesting account of how a small boy, John, was led into good play habits from the time he was less than a year old.

Do you worry over your teen-agers being out so many evenings? There's a chapter called "Nine Easy Homemade Parties," all tried successfully with teen-age children.

When your child is ill or recovering from an illness, do you know little, inexpensive ways to keep him amused? Do you know what kinds of toys to select for a three-year-old? Or what toys to take on vacation or on an automobile trip? Best of all, do you know how to use your imagination in devising play equipment out of odds and ends? Have you ever thought about using an old pump, a butter-churn, a food chopper, an old mattress, a tire pump or a pulley as fascinating play equipment? Read that chapter and learn how.

Are you good company to your children on picnics? Do you use the four seasons to give your child an appreciation of nature and the out-of-doors?

All these, plus lots, lots more, are packed into these 158 pages—all so simple, and so practical! And such fun to read! You'll want to sit right down and try out some of these ideas. All they need is imagination and willingness—no expensive gadgets, no elaborate toys and games—just homey, everyday things that will give pleasure to all the family, and a new zest to family living!—*Virginia Musselman,* Correspondence and Consultation Service, National Recreation Association.

Communities for Better Living

James Dahir. Harper and Brothers, New York. $4.00.

THIS should interest everyone in the recreation field as well as others who work in community organization. It contains a great many examples of community planning, with emphasis on the social aspects of it, from various local projects to whole communities which have been built from scratch. Mr. Dahir's descriptions of the various movements and theories concerned with community planning—such as the Greenbelt towns, the Peckham Experiment and others—are exceedingly interesting and valuable. Another important feature is the good bibliography with which the book ends.—*Arthur Todd,* District Representative, National Recreation Association.

The Age of Indiscretion

Clyde Brion Davis. J. B. Lippincott Company, New York. $3.00.

THE AGE OF INDISCRETION is not a recreation book, but its application to recreation work makes it of interest to all the people in the field. It tells of the "good old days," at the same time pointing out that the present ones are better and, that contrary to many ways of thinking, culture has not declined. Much of the theme is based upon the town of Chillicothe, Missouri, fifty years ago and now.

An antidote to such books as *I Remember Mama* and *Chicken Every Sunday,* it is written in a genial, humorous style which makes it particularly readable.—*Arthur Todd.*

From Native Roots

Felix Sper. The Caxton Printers, Limited, Caldwell, Idaho. $4.00.

DR SPER'S survey of the growth of American drama from the pageant to local legend play should serve as an inspiration to all directors of community theaters. Dividing the country into thirteen units, the study covers the dramatic resources of each section, explaining how dramatic literature springs from the social and economic backgrounds of the citizenry. The works of all our

major regional dramatists are explained, and an excellent bibliography makes possible further study of this all-important "grass roots" development of the American theater.

From Native Roots should encourage all students of dramaturgy to seek out local legends, customs and history for their future plays. There is still a vast reservoir of material lying untapped for the ambitious playwright and pageant-maker—and from this source alone will spring the true national theater.—*Loraine Williams*, Correspondence and Consultation Service, National Recreation Association.

Clubs for the Golden Age

The Ohio Citizens' Council for Health and Welfare, Columbus, Ohio. $1.00.

THIS STUDY of sixty-seven clubs for the older adult in Ohio contains much information and comment of value to anyone planning to start recreation activities for this group or wishing to extend or improve existing club services. It covers all phases of the question, including demand, participation, age range, facilities, leadership, finance, program, membership participation and the type of older people interested in the club activities.

Children's Book Week
November 12-18
"Make Friends with Books"

For the Younger Set

Fifty Nifty Crossword Puzzles for Boys and Girls, edited by Tom B. Leonard.
Play-In-Bed Fun, by Marion Jollison.
Eighty Play Ideas for Little Children, by Caroline Horowitz.

Each of these books sells for $1.25 and is published by the Hart Publishing Company, New York.

YOUNGSTERS of various ages will have a wonderful time with these new, colorful books. They can entertain themselves or share some of the more challenging problems with their parents and friends.

As one young man of eleven said after an hour with *Fifty Nifty Crossword Puzzles,* "I could spend the whole afternoon working on this book. I like best the crossword puzzles which have special pictures of a ship, a clown, a Halloween witch, the cow jumping over the moon and the others. There are a few words I can't understand so I'm learning words I never knew. But I don't mind learning if it's fun, too."

These crossword puzzles are especially designed for boys and girls between the ages of nine to fourteen. There are easy ones in the front of the book for beginners, slightly more advanced ones next in line and real puzzlers at the end.

Play-in-Bed Fun is fine tonic for the young child who must stay put, but any five-to-eight-year-old who wants to be entertained when there's no one with whom to play will also be delighted with it. This book is crammed full of gay story-games, coloring and drawing fun, picture quizzes and loads of other ideas which help make the hours fly by. All directions are predicated on a very limited reading knowledge so that the boy or girl who is fairly new at reading can enjoy each page without the aid of a parent or teacher.

Eighty Play Ideas for Little Children offers fascinating play suggestions for the toddlers—four to seven years of age. There are over one hundred illustrations with suggestions for self-play, simple games, gifts tots can make, games for quiet hours and small space. The materials used for constructing an art gallery, a "ball" for a special game, a giddyap horse and the many other objects to be created for play and re-play are safe, easy to handle, cost practically nothing and are usually found in most homes.

Of course, the children in this age group will have to depend on parents or teachers to read the games or play ideas to them. For this reason, the book is written as if it were addressed to the child himself so that he will feel that he is actually directing his own play.

Social Service Resources

A NEW STATE directory has just come off the press—the first *Directory of Social Service Resources in Massachusetts.* Published jointly by two central planning organizations—the Massachusetts Community Organization Service and the United Community Services of Metropolitan Boston—the directory lists over 3,300 tax-supported and voluntary agencies, covering all 351 cities and towns in the state. It is a compact handbook, selling for $2.50 a copy. Orders should be addressed to Directory Secretary, United Community Services, 14 Somerset Street, Boston 8, Massachusetts.

Recreation Leadership Courses

(Sponsored jointly by the National Recreation Association and local recreation departments)

November and December 1950, January 1951

HELEN DAUNCEY Social Recreation	Elba, Alabama November 6-10	K. G. Krook, Superintendent of Schools
	Wetumpka, Alabama November 13-17	J. R. Formby, Superintendent of Schools, Elmore County
	Montpelier, Vermont November 27-December 15	Mrs. A. O. Brungardt, Vermont Director of Recreation
	Toledo, Ohio January 8-12	Arthur C. Morse, Supervisor of Recreation, 214 Safety Building
ANNE LIVINGSTON Social Recreation	Great Bend, Kansas November 6-10	Carl Soden, Great Bend Recreation Commission
	North Central District November 13-24	
	Logan, Utah November 27-December 1	Carl Frischknecht, Director, Extension Service, State Agricultural College
	Thibodaux, Louisiana December 11-15	A. Le Blanc, Jr., Superintendent, Lafourche Parish Recreation Commission
	Winston-Salem, North Carolina January 22-26	Loyd B. Hathaway, Superintendent, Department of Recreation
MILDRED SCANLON Social Recreation	Tyler, Texas November 6-10	Robert Shelton, Director of Parks and Recreation, City Hall
	New York, New York November 13 and November 20	Miss Jessamine Cobb, Director, Youth Division, Federation of Protestant Welfare Agencies, Inc., 207 Fourth Avenue
	Rockford, Alabama January 8-12	C. W. Thompson, Superintendent, Coosa County Schools
	Monroeville, Alabama January 15-19	H. G. Greer, Superintendent, Monroe County Schools
	Chatom, Alabama January 22-26	T. B. Pearson, Superintendent, Washington County Schools
	Camden, Alabama January 29-February 2	W. J. Jones, Superintendent, Wilcox County Schools
FRANK STAPLES Arts and Crafts	Elkhart, Indiana November 6-17	K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building
	Springfield, Illinois November 20-24	H. Francis Shuster, Superintendent of Recreation, City Hall
GRACE WALKER Creative Recreation	Butler, Pennsylvania November 8-10	Robert E. Kresge, Director of Public Recreation
	Tampa, Florida November 27-December 1	Mrs. Margaret Hamilton, Director, City Recreation Department, 710 Harrington Street
	New Windsor, Maryland December 26-30	Miss Deane G. Rumburg, Secretary, Recreation Laboratory Committee, 329 Market Street, Salem, Virginia

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to the location of the institute, contents of courses, registration procedure and so forth, communicate with the sponsors of the institutes as listed above.

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FUN IDEAS FOR ADULTS!

RECREATION FOR ADULTS is geared to today's leisure-time living with its complete recreation program for mixed groups of adults at home, club, school and church. One hundred seventy-eight pages are packed with hundreds of ideas for a variety of recreation activities—the kind of activities which have been proving successful with adults of all ages.

RECREATION FOR ADULTS provides indoor and outdoor activities, games, sports, hobbies, suggestions for drama and music programs. For the social committee and volunteer and professional leaders there's a how-to-do-it section giving the important steps in initiating and conducting recreation programs, necessary facilities and so forth.

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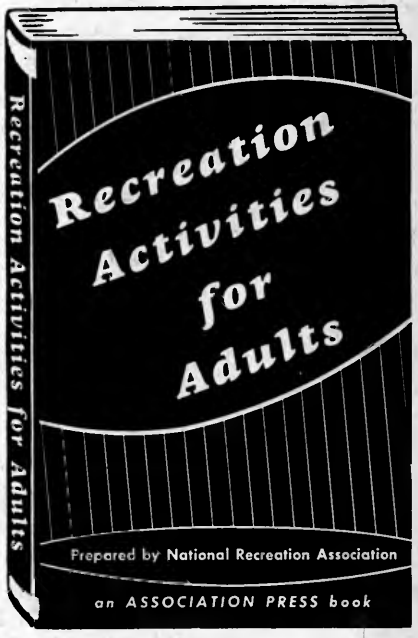
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Part II: *Indoor Activities*

Game room activities; games for large and small groups; guessing games and mental gymnastics; riddles and puzzles; tricks and mystery games; dinner table fun; hilarious stunts, contests, relays.

Part III: *Drama, Music, Hobbies*

Part IV: *Outdoor Games*

Team games; games for two or four players; relays; low organized games; winter sports.

Part V: *Water Sports*

Swimming; water games and stunts; relays and races; aquatic tests; swimming tests; boating.

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Recreation

DECEMBER, 1950

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Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

Editor, JOSEPH PRENDERGAST
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Vol. XLIV Price 35 Cents No. 7

On the Cover

The perfect day. Flawless blue sky, crisp, still air sparkling with particles of frost, snow squeaking underfoot; and all the trees are Christmas trees. Fun outside, fun inside—with turkey fragrance drifting from the oven. A day for *A Very Merry Christmas.* Photo courtesy of Sun Valley News Bureau, Steve Hannagan Associates, New York.

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NEXT MONTH

A new-sized magazine; new features. Some of the articles: Fables About Skiing; Those Who Delight in Music; Administrative Planning; Building a Program for Girls; What Does a Hobby Get You? There will be craft suggestions, hobby suggestions, personnel news, and among other things, of course, the usual party. *Don't miss* this new magazine. (See outside back cover of this issue.)

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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What Recreation Means

Reverend Paul Moore, Jr.

• The opera house lies silent for a quivering moment while the last crescendo is absorbed into the darkness—then there breaks forth a rush of applause as if the hearts of the audience must return the passion of the last scene. Up from the bottom of every soul comes a community of joy, purging, thrilling and satisfying the wish of every man to be a noble creature.

The parish hall of a downtown city parish is alive—wriggling forms swarm over a wrestling mat; the air whirrs; the floors bounce in rhythm with the rope skippers; and, down at the end, the older ones dance, swaying to another rhythm. Quietly the babies eye the movement; while the elders talk and smile and duck the bouncing ball. They feel different; they leave much happier.

Two men sit by a campfire in the rain and contentedly eat meat from a can. They shiver; they ache. They can look forward to no relief for their discomfort until the sun bakes the dampness of their clothes. And yet, beneath the pain of the evening is an underlying sense of well-being and a feeling of reunion with the natural world of wind and weather, of earth and water.

Or watch the gaiety of a boys' baseball game, the peaceful chatter of old women as they sew, or the warmth of a square dance. All these and many more scenes you have known. All these and many more are recreation. Recreation—being made again, born again. Recreation—living for the moment in the happy innocence of doing for the sake of doing, playing for the sake of playing, laughing for laughter's sake, crying because it does not hurt to cry for the sake of crying. Recreation—letting the inner desires flood up unchecked. Recreation—being yourself and liking it. A hundred persons can say what recreation means and never know what it means to the next person, because its meaning lies outside the realm of ideas and words.

Recreation lies between the physical, emotional and the mental, intellectual. It is quite literally good for the soul, speaking in religious terms. It is therapy for the neurotic pressures of the subconscious, speaking in psychiatric terms. It is hygienic, speaking in medical terms. But this sense of physical and mental well-being, the beauty of activity which rests, and of rest which is productive, go beyond the terms of a field of study. Look back on your last time of recreation. Look at the world as it appeared before you played, graying and dying as it lagged past; then look again at the world afterwards, when through freshened eyes its tempo quickened and with brighter colors danced a livelier tune. Recreation is in the person who plays and, for him, its meaning comes in a change in the meaning of other things. The meaning of his job may change as he plays a game with his fellow workers. His family may seem suddenly different after a trip to the beach. The meaning of his marriage or even of his God may change because now, once again awake, once again himself, he looks clear at the world.

But recreation does not stop with the individual. The idea of community and of willing dependence one upon the other springs up beautifully through the agency of play. You have often seen a number of individuals, separated by the barriers of shyness and hostility, change in a few minutes into a group which feels the warmth of being together in a moment of enjoyment. Communities can be built by recreation, and the larger community of the nation rests upon these smaller foundations. And so it is that the nation and the world can be developed or perverted and destroyed through the use of the inner desires which find free play in recreational activity.

In fact, it may be that in the center of reality itself lies what we call recreation. For the Christian, at least, joy is among the highest of virtues because it is godly. And down through the strands of traditional theology come thoughts of the terrible laughter of God, of the high vision of God's joy in being God. A professor of mine used to say, "God has a wonderful time just being God." No other satisfactory reason for Creation comes to mind except that it was an overflow of the joy of Ultimate Being. Joy is in the nature of things, streaming through the world with the healing of its bright movement and finding its channels wherever men turn aside from necessity to open themselves for a moment to the warm splendor of happiness.

Rev. Paul Moore, Jr. is first vice-president of NRA.

Things You Should Know . . .

♦ A SURVEY of the natural resources development possibilities of New England and New York State has been ordered by President Truman. This is to be started "as soon as possible" by a temporary interagency committee made up of the Departments of Interior, Army, Agriculture and Commerce, the Federal Security Agency and the Federal Power Commission. Letters also have been sent to the governors of the seven states to be covered, asking each to appoint a representative to act in liaison with the federal group.

♦ A DIRECTORY of field service personnel of national agencies is being assembled by the National Social Welfare Assembly, and will be ready in a couple of months. Its purpose is to let the community know what services are available locally.

♦ UNDER CLASSIFICATION OF CIVIL LIBERTIES, the Supreme Court recently virtually commanded the Florida Supreme Court to reverse a ruling that a Negro could play golf on a city-owned course only one day a week. In its order, the Supreme Court directed "reconsideration in the light of" a June decision assuring two Negroes equal opportunities with whites at the Universities of Texas and Oklahoma, respectively.

♦ RENTING MUNICIPAL PROPERTY to private individuals has caused an Ohio court to hold that the Cleveland Municipal Stadium and its four parking lots are subject to property taxes since they are not "used exclusively for any public purpose."

♦ RESULTS OF A RECREATION POSITION SURVEY of Hospital Workers, conducted by the Standards Committee of the Hospital Section of the American Recreation Society, now completed, state that "apparently recreation workers in military and Veterans' Administration hospitals are working much nearer to the ideal situation than recreation personnel working under other administrations."

Recreation in National Emergency

♦ RECREATION CONSTRUCTION CONTROL, as set up on October 27, 1950, when the National Production Authority issued its Order M-4 restricting practically all types of recreation, amusement and entertainment construction—from community recreation buildings to gambling establishments, was immediately and vigorously protested by the National Recreation Association. The protest, as filed by the association, was against the assumption that no distinction is being made between such things as race tracks, slot machines and night clubs and such facilities as community recreation buildings, athletic field structures and swimming pools. The association expressed a strong conviction that community recreation has a vital part to play in the defense effort, supporting its position by quoting Presidents Franklin D. Roosevelt and Harry S. Truman and leading authorities in the armed forces, industry and labor. The association's original protest has been followed up by further conferences with the National Production Authority and others; and every effort is being made to secure a general exception from the order for all community recreation agencies, public and private.

♦ A NATIONAL DEFENSE FUND has been organized by the National Social Welfare Assembly and Community Chests and Councils of America, in response to a generally-expressed desire that a coordinated presentation of national defense service needs be made to local communities. The National Recreation Association has been recognized as the national voluntary agency providing service and leadership to public and community-wide recreation agencies; and a budget for the special defense recreation services of the association, in 1951, has already been approved by the budget arm of the National Defense Aid Fund.

♦ THE RESOURCES AND EXPERIENCE OF the National Recreation Association are being made available on recreation problems which arise in the promotion of the defense program, after several conferences with representatives of the National Security Resources Security Board. The association has prepared special material for the board, including suggested standards for recreation facilities in emergency shelter camps and in emergency housing and community facilities. It also has prepared, for the Civil Defense Office of the board, an outline of ways in which the recreation movement in the country can cooperate in civil defense, which has been approved.

IMPORTANT!

The 1951 National Recreation Congress will be held in *Boston, Massachusetts*, October 1-5, rather than in Philadelphia, as previously planned.

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"The task of tomorrow, in recreation, is to bring all individuals, private groups and public agencies concerned with recreation together as a team."—

Joseph Prendergast

At display, l. to r.: Law Director Howley, Cleveland; V. A. Mason, Mayor of Pensacola, Fla.; Mayor Milewski, Spring Valley, N.Y.; Mayor Hannan, Rye, N.Y.

The 1950 Midcentury Recreation Congress

——In Review

A SPIRIT OF EXPECTANCY, of the beginning of a new era in recreation, of many good things just around the corner, marked the recent National Recreation Congress, October 2 to 6, in Cleveland. The midcentury mark had been reached and all eyes turned to the years ahead. As Joseph Prendergast, executive director of the National Recreation Association, pointed out when referring to the development and use of recreation resources in America, in his opening talk on Monday evening, "The years before 1900 were the years of awakening, of exploration and of experimentation; the years between 1900 and 1950 have been years of preparation, of philosophizing, of foundation laying; the next fifty years will be the years of building, of accomplishment, of fulfillment."

Attendance surpassed itself, running pretty close to fifteen hundred delegates, and it seemed, at times, that the Statler Hotel headquarters must burst at the seams. Several international representatives were able to attend this year—there being seventeen from Canada, six from Germany, two from South Africa and one from India. Some of the states were distinguished by notably large attendance, being led by Ohio, of course, with one hundred fifty-two delegates, and followed by New York State with one hundred fourteen. Registration figures show that among others well-represented were Michigan with seventy-eight delegates; Pennsylvania with seventy-seven; Illinois with fifty-three; District of Columbia with forty-six; New Jersey with thirty-six; Indiana with thirty-three; West Virginia with twenty-seven; Wisconsin with twenty-six; North Carolina and Florida with twenty-five each; Maryland, Massachusetts and Missouri with twenty-four each; Vir-

ginia with twenty-three; California with twenty-one; and Alabama and Texas with twenty each. Further figures point up the interesting fact that other far-away states did very well, indeed.

Opening day saw the usual bustling about in the process of getting settled, the hearty greetings, registering, location of meeting rooms, consultation desk and room, press room, offices and so on. New, better and gayer Congress badges were the order of the day. Printed in large, easily readable type, each sported a colored ribbon designating the district from whence its wearer came. Therefore, folks had an easier time getting acquainted and finding each other.

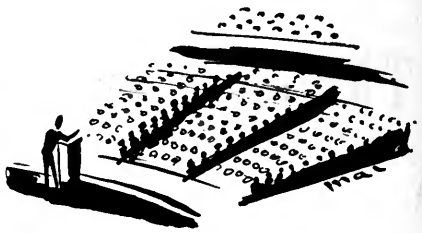
Exhibitors were ready with their interesting and colorful recreation displays long before the crowd poured in—and it's good that they were, for the hordes of visitors who seemed to materialize out of nowhere, and to be everywhere, gave them little, if any, chance for further preparation. The over-all exhibit was the largest yet, scores of these displays filling the Pine Room and Euclid Ballroom of the hotel. The Pepsi-Cola and Coca-Cola booths played hosts, dispensing free bottles of refreshing drinks, and were the stopping-off place for grateful throngs. Many of the displays were particularly attractive and new this year, some showing motion pictures or colored slides. Educational exhibits were arranged by recreation departments and agencies. An excellent model airplane exhibit took up the space of two booths; other exhibits displayed a galaxy of arts and crafts, books, ping-pong tables, playground equipment, various kinds of balls and bats, woven wire tennis nets—designed to stand all weather with no maintenance, swimming pool facilities, folk dance records. Two of the foremost folk dance authorities were on hand to answer questions, as were all exhibitors. The scene was bright with merry-go-rounds, slides, picnic stoves, and so on. In addition, exhibitors arranged for broadcasts of the World Series games in the exhibit rooms.

The Cleveland Local Arrangements Committee, under chairmanship of Floyd Rowe, as thoughtful hosts, established a booth in the Pine Room so that they could be ready at hand to give utmost cooperation in getting things under way and in carrying through to the end with many of the small details which make a congress click. Local volunteers not only made a real contribution to the smooth running of the meeting, but also to the entertainment of the visitors to their city.

This year, in addition to the consultation bureau display of association-printed materials, where orders were taken, and of the scrapbooks of material on various recreation interests which are available from other organizations, the National Recreation Association also presented a new and arresting display of its community work across the United States. This consisted of a series of large maps—one of each state—showing, by means of gaily-colored pins, the distribution of those localities receiving services and publications from the association. Conveniently situated near the desk for the new associate and affiliate memberships in the association—a point of great interest—the maps were easily accessible to delegates wishing to check up on the spread of activity in their own and other states.

The press room hummed with the usual hurry of fresh news, and press representatives were made welcome at all sessions, including the banquet. All during the week, many delegates appeared on radio and television programs, thus helping effectively to spread the message of the Congress throughout the country. In this connection, the Congress was also covered by all wire services and by special correspondents from out-of-town papers.

Talks at Evening Sessions



In officially opening the Congress on Monday evening, Thomas E. Rivers, assistant executive director of the association and secretary of the Congress for many years, presented the Reverend Paul Moore, Jr., chairman of the evening and first vice-president of the National Recreation Association. It was his first Congress. Said Mr. Rivers: "In the history of the association, one of the first talks in New York on the problem of recreation was given at the home of Paul Moore's grandmother, Mrs. William H. Moore. At that time, Mrs. Moore became deeply interested in the work of the association, and this interest eventually expanded into the establishing of family support that has continued for three generations, to be exemplified in her grandson at the midcentury mark." The Reverend Paul Moore has served as a member of the board of directors of the association for four years. His excellent talk, opened by the reading of the letter of greeting from President

Truman, and his introduction of Joseph Prendergast, will long be warmly remembered. (The Reverend Paul Moore, Jr. has written the editorial for this issue of RECREATION.—Ed.)

Mr. Prendergast, the principal speaker of the evening, discarded his carefully-written speech while on the platform and gave an extemporaneous and moving talk on "The Next Fifty Years in Recreation." Delegates were aware that he approached his subject with freshness and objectivity and, that through his eyes, there is much that can be learned.

Having just returned from a full swing around the country, and from talking with hundreds of recreation leaders in a wide variety of areas, situations and agencies, he could give an over-all picture of what has been accomplished and what needs to be done in recreation. He stressed the tremendous importance of teamwork in the task before us during the next fifty years. "A nation-wide program," said Joseph Prendergast, "is not a program that can be prepared or carried out by any one agency of government. It will take the best efforts of all of us doing our own special jobs to the best of our ability and cooperating wholeheartedly and unselfishly with all others in the field of recreation."

He recommended that we must continue to improve, strengthen and expand our local recreation systems, emphasizing the need for more cooperation on the local level between all public and private agencies concerned with recreation; that each state's responsibility should be to provide such recreation areas, facilities and services as will meet, with reasonable accuracy, the needs of its own people who are not the responsibility of either the political subdivision of the state or of the Federal Government and that each should continue to expand and improve these services; and that the Federal Inter-Agency Committee on Recreation should be strengthened and expanded in its capacity as a clearing house for the Federal agencies concerned with recreation and in its endeavor to clarify the proper responsibilities of the government in this field. "Under our American democratic way of life," he asserted, "all individuals, all groups and associations interested in recreation should participate in the task of carrying out the suggested program."

Toastmaster at the banquet meeting in the Grand Ballroom on Tuesday was Otto T. Mallery, chairman of the National Recreation Association Board of Directors and well-known and loved for his long service to Philadelphia recreation.

Cleveland Golden Age Choir performed beautifully under direction of Joe Ciseo of recreation department.

Chatting, l. to r.: H. Lucas, Cincinnati; Mayor Hannan; J. Barnabas, India; Mrs. Hannan; R. Damiano, Rye.

Mr. Rivers took advantage of this occasion to pay tribute to eleven sponsors who have served the association for twenty-five years or more. He declared that it is because of their capacity and devotion that the association has been supported so generously through the years, and referred to Courtney Burton's presence at the speakers' table as an illustration of the youthful leadership available to the association for the future. The principal speaker of the evening, Thomas Richard Mullen, president of the Lehigh Structural Steel Company, gave an excellent talk on "How Business Can Help to Build More and Better Recreation Service," suggesting a plan to help assure recreation workers of the financial backing of industry for extended

recreation services. (See page 356 for a condensed presentation of Mr. Mullen's address.)

On Wednesday evening, the meeting was chaired by Mr. Prendergast, and "Recreation Needs in a Period of National Emergency" were presented by a panel including Lieutenant Colonel William A. Bishop, Chief, Special Services, Army Recreation Service Branch; Commander E. A. Waller, USNR, Head of Recreation Section, Welfare Division, Bureau of Naval Personnel; Colonel William Baily, Chief of Special Services, U. S. Air Force; and Charles K. Brightbill, Executive Secretary of the President's Committee on Religion and Welfare in the Armed Forces.

The responsibility of recreation directors in taking the lead in providing off-post, community recreation for servicemen and women at nearby installations was stressed, and the possibility of armed services personnel being used in program in a volunteer capacity was brought out. It was also stated that the skills of trained civilian specialists are urgently needed in setting up new on-post recreation facilities. Recreation leaders were called upon to offer their aid in coordinating existing programs and in starting new ones. With the experiences of the last war still fresh in our minds, the job should be done before any soldier has to come begging for a recreation center. The addresses of panel members were followed by questions from the floor.

The able chairman of Thursday evening's meeting, the Honorable Carl V. Weygandt, chief justice of the Supreme Court of Ohio, skillfully and humorously led a panel of four college presidents through one of the most stimulating discussions of the Congress on "Recreation at the Midcentury." These college presidents included Dr. Paul Douglass of the American University, Washington, D. C.; Dr. David D. Henry of Wayne University, Detroit, Michigan; Dr. Frederick L. Hovde of Purdue, Lafayette, Indiana; and Dr. William E. Stevenson of Oberlin College, Oberlin, Ohio. The entire meeting was excellent, calling forth numerous spontaneous questions from the floor, and providing a fitting climax to the series of general sessions as a whole.

Discussion brought out the importance of providing recreation for the entire student body of a college, with a director added to the faculty for this purpose. One of the presidents suggested that faculties be broken down for community use within their respective areas, and warned against the abuses and exploitation of people in recreation. It was recognized that colleges should train professional leadership for the recreation movement and, although numerous good programs are under way at the present time, more and better training is needed. In fact, one member of the panel pointed out that the colleges need guidance from professional recreation workers in the development of adequate and acceptable training programs.

Some thought that the core of the recreation curriculum should be the study of the man with whom we are dealing, and more research done on man himself. Learning takes place during all our waking hours and is not confined to the classroom; in fact, the most teachable moments occur when individuals want action. The recreation situation, of course, is fraught with such moments.

All felt strongly, too, that the doors to the creative approach to training should be thrown wide open, and emphasized the desirability for flexibility and the need for a variety of patterns in the training field. Leaders in recreation were advised to get their message before the educators of the country, and it was suggested that they be represented on the programs of the conventions of the various collegiate organizations. So enthusiastic were these college presidents that one volunteered to write two articles to start the ball rolling toward more effective relationships between the educators and the recreation movement.

Congress at Work

The "new era" feeling—to which we have referred previously—seemed, if anything, to intensify the seriousness of purpose and determination to get done as much as possible—which is traditional at the Congress. Innocent bystanders were drawn into the spirit of the thing and heard to remark "These people certainly seem devoted to what they are doing. What's it all about anyway?"

The World Series notwithstanding, therefore, daytime discussion meetings were well-attended, with interesting things popping right and left, and discussions spilling over into corridors, luncheon and dinner parties and into the late evenings. General consultants were available to delegates for help on problems in specific areas of work, and the consultants' appointment book could be said to

be one of the most popular objects at the meeting. Willard C. Sutherland, consultant on personnel problems, was so much in demand that he almost became one himself.

During the five days of the Congress, several special showings were held of "A Chance to Play," the new film produced by the March of Time for the General Electric Company with the cooperation of the National Recreation Association. Don Carter, Sales Manager, Lighting Division, General Electric Company, Lynn River Works, was the speaker on these occasions.

Recreation leadership training courses were scheduled for three afternoons and were led by the following NRA training specialists: Frank A. Staples, arts and crafts; Grace Walker, dramatics; Helen Dauncey, Anne Livingston and Mildred Scanlon, social recreation. These courses were received enthusiastically this year. Miss Walker's group participated in a final production as an outgrowth of the work done in the dramatics class, and it was suggested that, another year, her group put on such a performance for the entire Congress to illustrate what can be accomplished in a very short time.

The series of thirty-four panel discussions scheduled throughout each day, beginning at nine-fifteen in the morning, dealt with such topics as: What Are County Recreation Agencies Doing to Meet the Recreation Needs of Small Towns?; Starting, Organizing and Conducting Playground Activities; Guiding Principles for Recreation Board Members; City-School Cooperation in the Operation of Recreation Centers; Recreation on College Campuses; Undergraduate Training for Recreation Leadership; Graduate Training for Recreation Leadership; What Can the Recreation Leader Do to Promote Mental Health?; Creative Program Planning for Older Age Groups; How Does the Interpretation of Recreation Help Build Financial Support?; State Recreation Services to Communities; How to Live with Television—Friend or Foe?; How Can Recreation Agencies Better Serve the Needs of Women and Girls?; Cooperative Planning of Indoor and Outdoor Recreation Facilities; and so on. (*In order to obtain a full account of these and all meetings, order your* CONGRESS PROCEEDINGS NOW.—Ed.)

Summaries of all meetings were presented every morning at eleven to a "packed house"—except on Tuesday, when the time was given over to the "mayors'" meeting. Here, again, the session was a lively one, as Harold Buttenheim, editor of the *American City,* chaired a panel of six mayors in a discussion of "Why Recreation Is Important in My City."

The special conference on "Administrative Problems of Chief Executives of Local Recreation and Park Agencies" was held on Monday morning this year, again before the formal opening of the National Recreation Congress.

Three other special recreation conferences also opened on Monday morning and continued with a series of meetings throughout the day and, in some instances, on to the second day. These were the hospital recreation meetings, jointly planned by the American Recreation Society and the National Recreation Association, and the rural recreation and industrial recreation conferences.

Guests were entertained by One World Dance Group made up of those interested in dances of other lands.

The American Recreation Society held its annual business meeting and luncheon as usual. (See the November issue of RECREATION, page 305.) Joseph Prendergast and Homer Wadsworth were the guest speakers; and awards for "long and outstanding service in the field of recreation" were presented by the society to James S. Stevens, director of the recreation board in Greenwich, Connecticut; to Mark A. McCloskey, director of community activities in New York City; and to Grant Brandon, director of recreation in Lancaster, Pennsylvania.

Harry H. Stoops, assistant director of the California State Recreation Commission, was elected new president of the society.

Additional special meetings, arranged throughout the week, included those on the White House Conference, youth hostels, music, tennis, junior Olympics, surfacing. Practically every district or

The Grupo Caroboa, sponsored by Cleveland Recreation Department, performed to beat of a tom-tom.

state scheduled some kind of get-together. At a special luncheon, the story of Oglebay Park was interestingly told. This year, too, army and air force recreation directors had an opportunity to meet for the first time to talk over their problems. These two groups recruited professional recreation help throughout the Congress.

From Work to Play

The first planned social event on the busy schedule occurred on Monday afternoon, when all delegates were guests of the Board of Directors of the National Recreation Association at tea, for the purpose of personally meeting Joseph Prendergast and Mrs. Prendergast. Over four hundred fifty people, appearing in best bib and tucker, lined up to shake their hands in the spirit of gaiety and fellowship that typifies the Congress.

Meetings made it necessary that most entertainment be confined to evening activities. On Wednesday, however, the entire afternoon was devoted to a tour of Cleveland, loaded buses leaving the Statler at two o'clock to swing through the interesting lakeside city. Also, throughout the week, delegates had a standing invitation to view the Eighth Annual Arts and Crafts Exhibit of Cleveland—held in the rotunda of the City Hall—which yearly demonstrates the work of groups of children and adults from public recreation centers, settlements and Boystowns. This project is sponsored by the Joint Recreation Board of Cleveland. (For further information about the board see page 390.)

Entertainment and fun interspersed the more serious matters at evening sessions. General singing, as always, was woven throughout these programs. In fact, there was so much demand for music that a special meeting on the subject had to be set up.

After the first session on Monday evening, a play demonstration was given under the direction of Anne Livingston, training specialist of the NRA, with the assistance of Helen Dauncey, Mildred Scanlon, Grace Walker—also training specialists of the association—and Dr. Leonard Austin of Cleveland. As an introduction, guests were entertained by two sections of the recreation department-sponsored One World Dance Group. The Grupo Caroboa, a Negro group, interested in studying their own native dances as well as those of others from "south of the border," gave a presentation of Brazilian plantation dances to the accompaniment of a tom-tom; while the other group, made up of folk dance enthusiasts, presented, among others, German and Estonian dances. Both groups wore colorful costumes, and all dances were beautifully done and thoroughly enjoyed. Afterwards, those guests reluctant to disperse followed up the entertainment with square dancing and singing.

Tuesday evening was the occasion of the Congress banquet, which turned out to be very gala indeed, with five hundred seventy guests attending. The speakers' table was resplendent with flowers, and gaiety was the keynote of the evening from the time guests received their candy leis or flowers at the door until the end—when the last tired dancer finally took himself upstairs. No time was allowed for formality. Helen Dauncey almost immediately took over the microphone and launched a series of get-acquainted games. Winners of the first were pronounced the hosts or hostesses for their own particular tables, and the meal proceeded from there with great hilarity. Otto Mallery, the toastmaster, fell into the spirit of the occasion, and his opening remarks contributed much to the general fun.

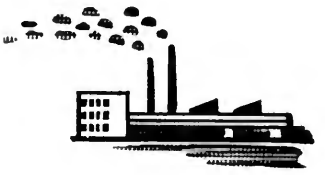
After dining, guests were treated to music by a harmonica band directed by William Dockens, recreation director of Seville Homes in Cleveland, and to the excellent singing of a community center choir directed by John Howard Tucker, from the Cleveland Recreation Department, and accompanied by the high school band. When the speaker of the evening had finished, delegates—led by Anne Livingston—swung into a spirited rendition of their own state songs, after which the Grand Ballroom was cleared for dancing.

Entertainment on Wednesday included a singing program, presented delightfully by the Cleveland Golden Age Chorus, ably led by Joseph Cisco of the recreation department. The session was followed by square dancing and group singing.

One of the main treats of the Congress was in store for delegates on Thursday evening when the A Cappella Choir of Central High School—a

Negro choir of eighty singers—gave a too brief concert under the leadership of Josephine Walker, music director of the school. This is said to be the finest choir in the Cleveland schools.

INDUSTRIAL RECREATION



The special meetings on the problems encountered in industrial recreation or, preferably, "employee recreation," took place during Monday and Tuesday of the conference.

The spirit of serious endeavor and of getting work done in these meetings was in keeping with that of the entire Congress. Presidents, vice-presidents, directors of employee services, personnel managers, industrial recreation directors and public recreation executives participated in the seven well-attended meetings. Ray Kooi, of the Ford Motor Company, was the summarizer for these.

W. H. Edmund, of the Goodyear Tire and Rubber Company, in speaking on "Evaluating the Employee Recreation Program," said that it is impossible to evaluate human emotion on any scientific scale, but that a program could and should be judged according to leadership, facilities, range of activities offered, cooperation, encouragement to all groups and interests.

Community industrial associations are on the increase, and public recreation executives should stand ready to help industries in organizing and promoting games and sports of all kinds between industries in any given community, according to Joseph Schlupp, director of recreation in Denver, where sixty-two plants have formed a large industrial recreation association. J. A. Strobel, Recreation Director, AFL Labor Council, Milwaukee, stated that the American Federation of Labor has always stressed the importance of unions having an immediate tie-up with the local public recreation system.

"Enlightened management takes a personal interest in the welfare of those whom it directs, and that interest manifests itself in providing for the recreation of the employee personnel," said P. Waldo Ross, Vice-President, Indianapolis Power and Light Company, Indianapolis, Indiana. "Recreation in all its forms . . . affords one of the most effective and natural ways of personal contact between management and men." Courtney Burton, Vice-President, Oglebay Norton Company, Cleveland, Ohio, spoke of the value that his company has found in providing recreation activities for men on company ships, while at sea.

"The majority of women and girls do not like competitive games, and where activities for women and girls in industry have failed, it is largely because male industrial recreation directors do not realize the importance of providing women leaders, and because of their lack of understanding of the fact that women prefer the social and cultural activities," reported Olga Madar, recreation director of the International UAW-CIO.

G. M. Matlack, of Burlington Mills, North Carolina, dealt with the broad field of industrial relations with the local community. Said he: "Industry must and should be the best citizen in town. It should *encourage* employees to become interested in community service . . . and the community as a whole should recognize what their respective industries mean to them. . . Industry and the community should share 'give and take' for a community life that will make their town an ideal place in which to work, worship, live and play."

S. J. Prezioso, of Scarsdale, New York, who spoke on the same subject, pointed up *why* we, in community recreation, are concerned with industrial recreation. "If we will but accept the premise that the responsibility of the community recreation director . . . is to provide more recreation for all the people, and is concerned with the leisure-time program of the city's various recreation agencies—affecting as it does the lives of people of all ages, types and interests—it is inevitable that the recreation department be brought into close relationship with many public and private groups."

Distinct trends in recent years, according to surveys made on industrial recreation programs, show the values of employee recreation. These, as listed by management are: improvement in morale; opportunity to become acquainted with fellow workers; closer relation between employee and management; better understanding and cooperation, resulting in better teamwork; improvement in health; reduction of fatigue and relief from boredom for workers in a monotonous job.

Space does not permit describing the good talks given by Oskar Frowein, Republic Aviation Corporation, Farmingdale, Long Island, New York; E. B. Smith, Monongahela Power Company, Fairmont, West Virginia; C. A. Emerich, Personnel Manager, American LaFrance Company, Elmira, New York; Carl Schreiber, Timken Roller Bearing Company, Canton, Ohio; Dr. Vosburgh, Dow Chemical Company, Midland, Michigan; and the many others appearing on the program.

Untapped Possibilities...

T. R. Mullen

KNOWING what recreation means to me, and what it has meant to my children, I know how important the right kind of recreation is to the people who work in my company and in others. I have seen how much good recreation facilities and guidance mean to a community.

Knowing those things, I can say to you, with all the force and sincerity at my command, that spending money on parks and playgrounds and on recreation services for young people and older people makes sense. It makes sense to me as a citizen; it makes sense to me as a businessman.

I have been told that you might like to hear the story of our own plant activities in Allentown, Pennsylvania, which has a population of about one hundred thousand. *What* we did is an old story to you people. We built a playground. *How* we did it may give you some ideas which may help you to build more and better playgrounds.

At one end of our plant property, across a narrow unpaved street from a row of small houses, there were about two acres of unused land. Call it a dump and you would not be far wrong. It was full of rubble, unsightly, and of no immediate benefit to anybody—company, employees or the youngsters across the street.

Then about the middle of May of this year, a thought suddenly came to me: "Let's make a playground out of that piece of property—one that everybody can enjoy." Six weeks later, on July 1, a fine modern playground was dedicated in an appropriate ceremony, thrown open to the public and turned over to the city of Allentown.

The park is neither large nor pretentious, but it is well-equipped; and it fills a need because it is an oasis of recreation in a desert of closely-packed homes and busy factories. At one end is a softball diamond, now of the sandlot variety, but we hope to have grass there soon. In the middle is a clean, well-built, well-fitted and well-kept rest house and comfort station. Nearby, in a section neatly paved with black top, are the slides, junglegyms, swings, teeters, basketball court and other devices which boys and girls so dearly love. Then beyond that is a grassy park, beautifully planted with flowers, shrubs and trees, with plenty of comfortable benches upon which to sit and watch the youngsters play or just plain relax. Now, how did it get built?

The chief reason we were able to follow through on the original idea so quickly and efficiently was that my company, the Lehigh Structural Steel Company, had established several years previously what we call the Kift-Mullen Memorial Foundation. This is a corporation in which are placed five per cent of the annual profits of the company. These funds, by provision of the foundation's charter, are disbursed for charitable, educational and scientific purposes. I will tell you more about the Kift-Mullen Memorial Foundation later.

Because funds were available to underwrite the basic costs of the park project, we were able to move ahead quickly. We felt strongly, however, that the community's appreciation of the playground would be in direct proportion to its own contribution of effort in building it. If the company did the whole job, the community would have less feeling of proprietorship and perhaps would take less pride in it.

The company did the basic financing, provided equipment and much of the material. A group of our enthusiastic employees gave countless hours of their own time after work, grading, building and cleaning. Other industries in Allentown, about forty in all, chipped in supplies and material—everything from bricks for the comfort station to ice cream cones for the youngsters on dedication day.

Even the neighbors and the children helped. They stored tools and equipment in their homes, and used their own trucks to carry away the debris so that the land could be graded and sodded. Little boys, who probably earlier this very day were climbing around the junglegym or playing ball, raked countless tons of rubbish into little piles for easy loading on the trucks.

This was democracy in action. The playground was built by local people with local funds. It was

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Address given at the 1950 National Recreation Congress by T. R. Mullen, president of the Lehigh Structural Steel Company.

accepted by the municipality and is being operated by the recreation commission representing all the people of the town. There is no town in America too poor in money or spirit to go and do likewise. You people, local leaders and leaders in the National Recreation Association, should go out and find those people, then spark them into action.

The National Recreation Association, your great service organization, has long spearheaded the recreation movement which means so much in American life. The need exists for more money, both to build new and better playgrounds throughout the country, and also to extend the services of your association—all in the interests of better recreation facilities for a greater number of people.

As I have already stated, most of the money for the Kift-Mullen Memorial Playground came out of the foundation established by the Lehigh Structural Steel Company. I believe that a practical solution to your problem will be found if each corporation in America, large or small, would establish a foundation to which it would allocate the full five per cent of its profits, before taxes, which the Federal Government allows for contributions to worthy causes. If this is done, numerous funds would be available to provide a steady and generous income to support not only the recreation agencies of the nation which are serving the public, but also a wide variety of other charitable, educational and scientific enterprises.

If this plan is generally adopted, two benefits would be realized. First, it would tend to increase the funds available for deserving causes. Second, it would reaffirm our belief in the traditional American principle of doing things ourselves.

With these two objectives in mind, I am seeking every opportunity to urge businessmen to establish these foundations. I hope that you people will see the significance and the potential in this idea as it applies to your field so that you, too, will spread the word.

You will want to know something about the kind of foundation which can be formed for such a purpose. It is a nonprofit corporation in which five per cent of net profits, before taxes, can be placed by an industrial corporation, partnership or privately-owned business. All or part of these funds can then be disbursed to selected educational, scientific or charitable institutions. Part of the foundation's funds could be invested, with the interest earned put to work for a good cause; or else, contributions could be made direct from the foundation's funds.

Imagine what it could mean to such worthy causes as recreation if every business firm in America were to adopt such a plan. Not just the big ones like Ford and General Motors, but little business, too. My company is proud to have such a foundation.

Naturally, a corporation's stockholders should be consulted before a foundation is established. But support should be forthcoming when stockholders realize that the company is not giving away all of its profits, but merely taking a very small part of the earnings, before taxes, and investing it in the future of the community and the nation.

In 1949, the net income of all corporations, before taxes, was about twenty-eight billion dollars. If five per cent of that sum had been given to foundations to help colleges, universities, hospitals, playgrounds and so on, they would have received one billion four hundred million dollars. This is equal to about one-third of the annual cost of operating all of our public schools, and it is far more than even a vote-hungry congressman would dare ask.

Not only could such foundations provide funds for colleges, but they would be a constant reservoir for all local welfare agencies to draw upon—our hospitals, homes for parentless children, parks, playgrounds and other welfare institutions.

Some college presidents who are friends of mine, and who have suggested this plan to industrialists, have told me that the people they approached said that they would give to these colleges without forming a foundation. This is true, and it would probably be true so far as raising money for recreation is concerned; but the facts are that few, if any of us, give without solicitation.

The important feature of the plan is that there is no bureaucratic cost involved. Such a foundation would make its donations to the causes which appeal to its officers. There is no need to dispense

Thomas R. Mullen

all the funds received by the foundation in the year that they are received from the parent company. Rather, the funds can be dispensed when and how the trustees see fit. It is, of course, necessary to be careful that only organizations which the Internal Revenue Department declares tax exempt are the beneficiaries.

Foundations created by industries in a particular city, for example, would, to a considerable extent, make funds available for the benefit of local institutions. The same would be true in every other community of the nation. Think what those foundations could do for our local institutions which require financial aid. Local people would be spending their own money for the purpose that they considered worthy.

Tom Rivers has told me what a difficult job it is to raise the money for the National Recreation Association. It would be much easier for this great organization to keep up its many fine services and to extend them—if two things were to happen. First, if foundations were established by many corporations throughout the country; second, if you, yourselves, would help to interpret to these local foundations the value of the work of your national association. You can help in bringing about both of those conditions. And, if you succeed, your vital work will grow in importance.

In that connection, I should like to urge the necessity of providing for good leadership in recreation. I am sure that you recreation specialists know its importance, but perhaps the businessmen and civic officials concerned with recreation may not be so aware of the need.

The best equipped playground in the world will not of itself build character in the people who use it, any more than the bricks or mortar in college buildings can educate the students.

Equipment is important, but what counts far more is people. A recreation budget that does not provide for an adequate staff of recreation specialists is as inadequate for the job as a college budget without provision for hiring a faculty.

If recreation is to grow in this country, as we hope it will, more money will have to be spent for it. But it also will be necessary for recreation to provide, from its own ranks, an increasing number of people with that instantly recognizable, but quite indefinable, quality of leadership.

The man who emerges as a leader has more than just an outstanding personality. More basic than that, he will have a compelling desire to learn about the job ahead even while he is doing the job in hand.

Planned giving through business-financed foundations provides a real opportunity to promote many important works like yours. It is also an opportunity to be grasped by the leaders in recreation. If this opportunity is to be realized, however, it must be taken up and promoted vigorously—not just by the business leaders who might spearhead the foundations, but also by leaders in education, recreation, welfare and other agencies whose services and activities will be benefited. That is where you can help.

If you know businessmen in your communities who might be interested in establishing such foundations, I will be glad to supply them with copies of the charter of the Kift-Mullen Memorial Foundation, or to answer their questions.

We cannot progress individually or as a nation if we follow the old saying, "Let George do it." Our country did not become great on that basis, and it will soon deteriorate unless we all knuckle down and do for ourselves the jobs to be done.

This does not imply that taxpayers' money should not be used for recreation and similar purposes. Public financing is entirely proper under many circumstances, but we should not turn to it as the only source of funds for our welfare institutions.

In the public interest, we should work to improve and extend our recreation facilities. Leadership in that direction must come from within recreation itself. You will not be demonstrating your leadership to the full if your efforts are limited to securing larger grants of public funds for the purpose. Go beyond that limited horizon; explore thoroughly the possibility of enlisting wider support from private sources. Show them *how* they can help you; don't just ask for money. *Sell* recreation; don't beg on its behalf. The story of what recreation has done for America is a powerful one. The vision of what further can be done with support is one that cries to be realized.

If you will lead, you will find many followers!

Margaret Detwiler

Village Drama in England Today

On a recent visit to England, I was much impressed with the way in which the small villages and rural districts are developing their own entertainment. Although most of the people own radios, they do not listen to them quite so assiduously as many Americans seem to do. Life is harder and they are too busy with the essentials of existence. When the cows are milked, the stock fed and the last chores done, they may sit down to listen to the news and perhaps a favorite program; or, during the winter, they may attend a social or a play put on by the local drama group.

Such groups are not new in England. They were common in Shakespeare's time, but there has been a tremendous revival of interest in village drama in the last forty years or so. To meet this growth, the British Drama League was formed. It acts in an advisory capacity, appointing tutors to go to the villages to teach the art of drama to any group interested, for a small fee. Each group that wishes to join subscribes annually to the league. So well is it supported that each county now has its own staff of advisors and tutors, all chosen by the league, who have to pass a certain standard.

Each year, usually in the spring, a drama festival is held at a focal point in the county. This may last two or three days, during which the drama groups from the villages for miles around compete. They each send two representatives to arrange the details of the rules and to choose an adjudicator from among those approved by the British Drama League. Short, one-act plays, or a single act of a long play, are performed for the festival. Most of the village will come to the session at which its own team is performing to compare it with the competitors. It is all very friendly and there are not necessarily any awards presented or orders of merit chosen. The chief function of the adjudicator is to help each team to learn more of the art of drama.

The little Devonshire village of Sampford Spiney, where I was visiting, differs from the usual picture of an English village in several respects. It is not the closely-built group of picturesquely-thatched cottages clustered near a few shops, the inn and the church. In fact, there is not even a post office, but only a bright red postbox in an old granite wall running along the lane which serves as "Main Street." Just beyond is the lovely little thirteenth century church. There are no shops and not even a "pub" where the villagers may gather for an evening's chat or game of darts. The houses, all of granite, slate-roofed and lichened, are widely scattered over the hilly terrain.

Enthusiastic farm people turn to drama for recreation.

Sampford is on the fringe of Dartmoor, made famous in story by Sir Arthur Conan Doyle, Galsworthy, Eden Phillpotts and others. The moor

Author took active part in the British village drama movement while she was in England recently.

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itself has retained its unconquered grandeur for centuries. The hut circles and monoliths of Stone Age man are clearly to be seen.

The present inhabitants of such little farming communities skirting the moor—descendants of the Britons driven to the west country by successive invasions—reflect their rugged character in their own. There is a serenity about these people. They are firmly conservative, unflinching, true, solid, and as completely charming as their own granite cottages, which have withstood so many years of wild moorland weather. Yet they are not lacking in a kindly sense of humor. Most are farm folk in Sampford; a few work in the granite quarries some distance away; and a few belong to the so-called gentry.

The market town of Tavistock is four miles away. For the most part, Sampford people have to walk or bicycle. Not many have cars and, even if they do, they are strictly rationed as to the amount of "petrol" they may use. On Fridays, market day, a bus comes to take them part of the way into town. Many have to walk from one to two or more miles to the starting point, and have to carry their purchases home from that point in the evening, since Sampford is so scattered.

It is no wonder then that the village drama group has become so much a part of Sampford life. There is a real need for the recreation it affords participants and the audience. Performances are given in the little schoolroom next to the church on a postage-stamp-sized stage. Only about seventy persons can be seated at one time to view the performance, and the stage can only be reached from the back of the hall. The ingenious actors, therefore, put up a curtain along one side the full length of the hall to cover their entrances and exits.

Since the group is made up of farming people, who are hard at work during the summer months, they rehearse and put on their plays during the long fall and winter evenings. One of the members often writes one-act pieces for them in their own Devon dialect. It is wonderful what they accomplish. They may have to come a couple of miles on foot or bicycle to the schoolroom all during the cold, wet nights of the winter to do it, but they certainly have fun over it.

One recent incident is typical. One member of the cast, A, was to shoot B, who, in the script, says: "Oh, my God, he's shot me!" This so shocked the members, and especially B, that they substituted "Oh, my goodness, he's shot me!" On the night of the performance A, to make matters realistic, filled his water pistol with red ink. He duly shot B, who cried: "Oh my goodness, he's shot me!" Then, suddenly seeing the red ink, "My God, he has!"

Such drama groups usually begin with one or two enthusiasts who sound out a few friends. They may call an informal meeting of all interested persons and, after discussion of the pros and cons, appoint a committee and elect a producer, a secretary and a treasurer. In Sampford, they found it best to make as few rules as possible, since the reason for forming a village group is to give pleasure to the actors and to the audience, and to be a medium of expression for those whose life is otherwise rather colorless. They do insist that the group be open to all who wish to join, and that the group should not think of any person as being a "star." Each is a member of a team and, as such, the stronger help the weaker members. They try to consider the educational value in their choice of play, and refuse to do any which depict domestic unhappiness or drunkenness. Since they feel that no person, however poor, should be out of pocket by joining, the Sampford Spiney group sponsors socials, concerts, card parties and so forth, charging admittance to pay expenses. They fix their own lighting, scenery and props because, even if imperfect, they find it more interesting to do the work themselves.

The plays may receive quite a wide showing, as they are not dependent entirely upon the home village for an audience. The drama group is often invited to give its play in any of the neighboring villages which may or may not have groups of their own. Since most of the plays given consist of one short act, the drama groups frequently invite other groups to help them make up a full program. Such programs are usually for some cause or other, and visiting groups receive their transportation. There is always a get-together over sandwiches and tea provided by the hosts after the show, and the tired, but happy, players ride home with lots of singing. None of the actors at any time receives any remuneration; but all give and receive something that can't be measured.

Thus, throughout England, many small and isolated communities—whose members are unable to, and not in the habit of motoring for miles to attend a movie—are solving entertainment problems in their own way, and having a great deal more fun out of it, too.

"Drama opens the doors to adventure; it releases the spirit. Here one may run the round of pleasure and pain vicariously; rise to the heights of accomplishment or explore the haunts of misery. . . ."

—Nellie Burget Miller

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A SERVICEMEN'S CENTER

George A. Hodgins

THE popular beach resort town of Oceanside, California, is one of the few communities in the country which was not caught with its servicemen's recreational facilities down when the various military services began enlarging their training bases as a result of the Korean situation.

To the contrary, Oceanside, located half-way between Long Beach and San Diego on the Pacific Coast, had one of the three municipally-supported service clubs in operation before the war, and was well-prepared to handle most of the recreational needs of leathernecks stationed nearby at Camp Joseph H. Pendleton, the largest marine training base in the West.

Since March of this year, the city has operated a servicemen's recreation center in its downtown community center building for the men at Pendleton and the Santa Marguerita Naval Hospital. When lack of funds forced the YMCA-USO program to be discontinued last January, the city council of Oceanside voted unanimously to keep the center open for military personnel in the area, and has actively supported all of the club's many functions, which are handled by the recreation department.

The club room has proved immensely popular as indicated by the attendance of some 40,579 men since the city took over. Facilities include pool and ping-pong tables, television and radio-phonograph sets, a free checking service, writing rooms and stationery, a shower room and a limited library. Plans are under way to expand the facilities in order to cope with the huge influx of men at Camp Pendleton.

Dances are held every Friday night in the auditorium under the cosponsorship of the recreation department and the Community Chest. A hostess club has been formed of some twenty girls who plan the dances, decorate the hall and help serve refreshments. Various local women's service clubs and sororities provide chaperones and refreshments. Since the emergency, an increasingly large number of volunteers have given their time and energy to the programs.

Supervisor of the center is Mrs. Pearl Crutcher, a friendly matron who never ceases striving to make a home away from home for "her boys." Mrs. Crutcher has had three sons in the service and is well-prepared to meet most of the emergencies which arise nightly at the center. One of her biggest headaches is finding housing facilities in town for the wives and children of servicemen who are flocking to Oceanside in order to keep the family together as long as possible. The Travelers Aid, the Chamber of Commerce and the Red Cross have been swamped with requests for rooms, and the townsfolk are responding wholeheartedly.

Working with the recreation department in helping to organize the center's programs is the Servicemen's Advisory Recreation Committee, appointed by Mayor Joseph MacDonald and composed of townsfolk who were active in service work during World War II. Chairman Harold Beck, publisher of the *Oceanside Blade-Tribune,* heads the committee and acts as public relations liaison between the city and Pendleton. Other members include the chairman of the Community Chest, a chest board member, Oceanside's recreation director, the special services officer of the camp and Mrs. Crutcher.

Mr. Hodgins is director of recreation in Oceanside.

Helen M. Choate Harris

Christmas in a Menta

FOR WEEKS during the Christmas season, our closely-knit little community of seven hundred fifty patients resounds with holiday laughter and song. Old familiar Christmas carols are heard as soon as December first arrives. Occupational therapy classes are busy making wreaths and outside decorations for all the buildings and lawns. There is much talk as to which building will be the gayest, both inside and out, with its bright-colored and original decorations. Recreation classes are busy planning decorations for the gymnasium where many parties will be held. Closed ward patients are cutting out a multitude of stars, all sizes, which will be shellacked, sprinkled with artificial snow and hung from bright-colored streamers. All patients are urged to take part in the preparation, as some task, no matter how simple, makes one a part of the group working together toward one goal. In the recreation building, Protestant and Catholic choirs, enlarged by an added group of volunteer singers, rehearse for the evening Christmas program.

Christmas week opens with a party in the infirmary for those elderly people who are unable to leave the building or to get around easily. They gather in the solarium, around the Christmas tree, to hear carols played on the victrola. A short chat with bed patients in nearby rooms, while this is going on, draws such patients into the festivities also. The recreation director then plays a portable organ, and all join in, singing the familiar carols. Patients reminisce and suggest old and favorite tunes. A Christmas quiz is climaxed by the serving of hot chocolate and Christmas cookies.

On the next afternoon, the victrola and organ are taken to a men's closed ward for a similar party. This is attended by all patients from other wards in this building who are not able to attend any outside activities. Patients guess titles of Christmas carol records, and again forget their troubles in the joy of singing. Individual talents often are discovered as someone offers a new song or poem, remembered perhaps from some past community or family activity. Refreshments, of course, again climax the fun.

The program the next day is held in the closed wards of the women's building, where dancing to waltz and polka music adds to the gaiety. A word of cheer to those not able to take an active part, a compliment and thanks to those who helped make decorations, give each a feeling of belonging to the group.

In-between these ward activities, the recreation director, with the help of patients, assistants and occupational therapists, is turning the gymnasium into a winter wonderland in preparation for the night concert and parties to come. One patient has done two water-color panels of angels, six feet high, with a musical theme below. These are placed in wall sections on each side of the stage. Circular stained glass windows are placed in niches in the stone on each side of the huge fireplaces at each end of the room. Basketball baskets are turned into old English lanterns with amber lights, the wrought iron crane effect carrying the theme up to the balcony immediately above the backstops. The door of the balcony has been covered with a lighted window scene, and the balcony railing is covered with boughs of greens accented with snow. The other sides of the balcony are covered with green boughs, with a large red bow in the center, and the twelve windows around the hall are similarly decorated.

The center of the two-story hall is highlighted by a cluster of old-fashioned red and white paper

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Helen M. Choate Harris was formerly director of recreation at the Brattleboro Retreat, a mental hospital in Brattleboro, Vermont. She is at present chairman of the Hospital Recreation Committee of the Vermont Governor's Conference and a member of the Executive Committee of the Hospital Recreation Division of the American Recreation Society.

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bells of varying sizes, with green boughs. Radiating in all directions from this to many points of the balcony are red, green and white crepe paper streamers from which hang hundreds of sparkling stars on different lengths of black thread. The effect is startling, as the stars appear to be suspended in mid-air. Four floodlights of red and green, shining from the ceiling from both sides of the room, give a soft glow to the scene. The stage

Hospital

backdrop is a soft blue, with a few stars suspended and, in the center, stands a green tree with only silver icicles decorating its boughs. On each side of the front of the stage is a ten-foot tree, decorated with bright-colored lights and trimmings. A Christmas tree with all home-made decorations shines from beside the fireplace in the recreation and game room.

On the mantel stands a large red candle made of construction paper. From the yellow cellophane flame the smoke spells "Merry Christmas" across the large mirror above the fireplace. The smoke is covered with shellac and sprinkled with artificial snow. Many green boughs are scattered about the room with bright-shining stars of red and green above them on the wall.

Wednesday, at seven p.m., the hall is filled with all patients who are able to leave their separate buildings alone or with attendants. Song sheets are given to them as they enter, and they are made to feel that they are part of the program throughout the evening. The processional, "O, Come All Ye Faithful," sung by the audience, ushers the large choir onto the stage. Four men from a nearby community, known as "Balladiers," entertain with two groups of songs, and assist the choir in the remainder of the program. A narrator introduces each group by a bit of scripture-telling of the Christmas story. Songs about the shepherds, angels. Star in the East, wise men and manger scene are sung by choir, patient-soloists and audience. The recessional, "Joy to the World," sung by all, concludes the evening program.

On Thursday afternoon, a group of over one hundred working patients arrives for a gala party. They come from the kitchen, laundry, living room, farm, lawn groups, engineering division and many other places. It is a pleasure to entertain them for they are appreciative and ready to take part in every activity. A carol sing, interspersed with action songs, gets them into the mood for fun. Chairs are pushed back and contestants line up to see who, when blindfolded, can pin various parts of Santa and his attire on a huge, six-foot crayon drawing on the wall. A Christmas package relay is hilarious. Those not taking part are lined up on the sides, cheering. After other races, all join in for their favorite game, musical chairs, played to lively Christmas melodies. A grand march precedes refreshments, interesting figures ending in a large circle mixer to the tune of "Jingle Bells." While this is going on, the passive participants are served orange ice, ginger-ale punch and cakes. The active group files to the colorful refreshment table to the tune of Christmas records.

Friday climaxes the week of parties, when all the active occupational and recreational therapy and parole patients arrive for a rollicking afternoon. They, too, start with a song and are entertained by a fine soloist who is a patient. The game of "categories" follows. A letter is shown by the leader as he calls a category and, amid much excitement, each side tries to be the first to name a word. Chairs are then quickly moved back and a circle formed for the "Merry Christmas Shaker Mixer," during which everyone offers a Merry Christmas and a handshake to anyone he meets. Next, two teams are chosen—twenty-one on a side—and each contestant given a cardboard letter. As the director calls a word pertaining to Christmas, each player holding a letter of that word rushes to a designated point and joins his co-partners in trying to form the word more quickly than the opposing team. Passive participants are as excited as the active group. And how important it is that all patients be included in activity in some way! Becoming a part of a group is so important in the recovery from a mental illness. Again, a grand march and mixers lead to refreshments.

Every evening of the holiday week, town carollers can be heard singing outside the buildings: but, on Friday evening, the hospital choirs combine to tour the hospital wards. Taking song sheets with them, they urge patients to join in the singing. A young patient who has just come out of a long coma hears the voices from her room farther down the hall and bursts into song, remembering every word; no need for a song sheet. She can be heard singing long after the group has left the hall. So through the evening this small community feels a bond of brotherhood and the spirit of Christmas.

DEDICATION OF A CHRISTM

LAST YEAR, our community YMCA in Abilene, Texas, was presented with a fifteen-foot tall living juniper tree. This was brought in by our park board planters and carefully planted on our front lawn; lights and a top star were added by other community folk. We decided thereupon to have a ceremony dedicating this tree to the community and to its youth.

The following are excerpts from what proved to be a successful and moving service:

SPOKESMAN: The story is told that, centuries ago, Martin Luther was tramping through the woods of Germany in the twilight of a winter evening. It was nearing Christmas time, and he was wondering how to bring God's goodness and the challenge of the Savior's life to the common people who lived near him.

Suddenly he saw an evening star twinkle in the gathering dusk directly above the crest of an evergreen tree just ahead of him. The beauty of the star-tipped tree stopped Martin Luther in his tracks. The snow-ladened branches dipped their boughs as though at prayer. The tree seemed to lift its head to its Maker above, proud of its star-tipped crown. In the hush of the evening, Luther, now known as the founder of our Protestant Church, saw in this tree the symbol of life dedicated to the glory of God; a living testimony to the everlasting spirit of life and God's care for Man found in the birth of the Christ Child.

He not only was captured by the beauty of the scene, but also by the simplicity of the message of the glorified tree. That Christmas season, the first tree was dedicated in his little church as an annual symbol of the dedication of Man's everyday experience to the cause of life abundant, expressed by the rebirth each year of the spirit of the Christ Child in the hearts of youth; yea, of all Mankind.

SONG: "I Think that I Shall Never See, a Poem Lovely as a Tree."

THE TREE SPEAKS: Only a short time ago, I stood with other trees growing peacefully around me. . . Now I have been chosen to stand alone; each year to lift my branches to the open sky; each night thanking God that my life shall be dedicated in this spot to the cause of youth. . .

You who enter these portals shall pass me each day, each night as you come here to play, to meet your friends, to learn of life and how to live it well. I shall dip my boughs in greeting to you. I shall softly murmur in the breezes that you may remember this occasion. . .

Do not think me puny or insignificant because I am small. Remember, I, too, am young like you. I shall grow straight and tall and sturdy for years to come. So must you. That is my challenge to you. That was the challenge—and is today—the appeal of the Master's life—to grow in stature, in wisdom and in favor with God and Man.

Together we shall glorify His name by what we do in our daily lives in this place, the center of the life of youth in our community. Let no one despise us because we are youths. We must set . . . an example of faith, of love, of behavior in our daily conduct. . .

SONG: "Fairest Lord Jesus, Ruler of All Nature."

The second song was followed by a prayer of

Mr. C. M. Angel is at present executive secretary for the community YMCA located in Abilene, Texas.

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C. M. Angel

Another living tree, one of world's largest, in Wilmington, Del.

dedication by the Reverend Marvin Boyd, president of our ministerial alliance, who presided over the entire program. The tree thereupon burst into light and the young people into song.

Following this outdoor program, our lobby was thrown open. Around the open fireplace games and music furnished further holiday activities for both young people and their parents. Christmas movies were shown, including winter sports, holiday cartoons and singing groups. This event took place on the night of December fifteenth, and each night, until Christmas, club groups sang around the tree, and various holiday parties were held by different youth groups in our building.

Adapting Familiar Games for Christmas

The following games, played at Christmas parties in Frankfort, Kentucky, last year, illustrate how the old stand-bys can be streamlined to fit the seasonal theme.

Down the Chimney

(Boys and girls, ten years of age and up)

Materials: Tall cardboard box wrapped with brick-designed crepe paper. Three tennis balls or cotton wrapped with string to represent snowballs.

How to Play: The group is divided into teams. Each team takes its turn pitching the balls into the chimney. (Each member pitches three balls from a distance of six to twelve feet, depending upon the age of the group.) One point is given for each successful throw. The team making the most points wins the game.

Alphabet Spelling

(Boys and girls, ten and up—adults)

Materials: Package of alphabet macaroni.

How to Play: The group is divided into teams and each team is given a handful of alphabet macaroni. The leader then tells the teams to spell out some Christmas phrase—such as "Merry Christmas," "Happy New Year." The first team to complete the phrase wins.

Note: This game may be played at any season or during any type of party, adapting the phrases to the occasion.

Steal the Cane

(Boys and girls, ten and up)

Materials: Candy canes.

How to Play: This is played just like "Steal the Bacon," but instead of using an Indian club, a stick of candy is placed midway between the two teams. The one who gets away with the "bacon" gets to keep it. However, if he is tagged, he must forfeit the candy to his opponent.

This material was submitted by Alfred Elliott, who is director of recreation for Frankfort, Kentucky.

Recreation and Parks

Walter Roy, New Institute President

Walter Roy, able recreation director of the Chicago Park District, whose election as new president of the American Institute of Park Executives met with a great ovation in September, already is demonstrating his determination to promote the interests of the institute. Among other things, he is backing the institute with his cooperation and approval for the inclusion of park data in the 1951 edition of the RECREATION *Year Book,* published by the National Recreation Association.

Mr. Roy has had extensive experience in park and recreation work, having started in South Parks many years ago, serving in turn as physical instructor, park supervisor, director of athletics and assistant director of recreation. In 1934, twenty-two park districts in the city of Chicago, including South Park, consolidated to form the Chicago Park District, and Mr. Roy functioned as assistant director of recreation until the retirement in 1948 of V. K. Brown, at which time he became director.

During the days of WPA, he was loaned to the state of Illinois to set up state-wide professional projects; while today he has been loaned to the city of Chicago to organize the metropolitan Office of Civilian Defense.

He is currently a member of the Advisory Committee of the Athletic Institute and of the Advisory Council of the American Recreation Society.

1951 RECREATION *Year Book* to Contain Park Data

The 1951 edition of the RECREATION *Year Book* will, for the first time, contain data on municipal and county park areas and total expenditures of park departments. Heretofore, the *Year Book,* which has been issued annually or biennially by the National Recreation Association since 1907, has included only reports of recreation programs under leadership or of major facilities operated under supervision. Many park departments have regularly submitted reports for use in the *Year Book,* but these have covered only the parts of their total service which related to organized recreation programs and facilities, such as swimming pools, golf courses and athletic areas.

The RECREATION *Year Book* for 1951 will carry two additional types of information: (1) the number and acreage of municipal and county parks; (2) the total 1950 expenditures of park authorities. The decision to expand the scope of the current issue was reached after consultation with the American Institute of Park Executives, which approved the proposed changes.

The latest available figures on municipal and county park acreage in the United States are for the year 1940. They were published by the association after a study conducted in cooperation with the National Park Service. In order to provide information on the present status of municipal and county parks and the gains which have been made in land acquisition during the past decade, the association is asking local park and recreation authorities to submit data on their properties.

The National Recreation Association has long recognized the fact that the many services rendered by park departments are essentially recreation services. The expenditures data published in the *Year Book,* however, have been restricted to the amounts spent for organized recreation programs and services and for developing, operating and maintaining areas and facilities designed for active recreation use. But this year, park departments are asked to report their capital and current expenditures of all types. They will find it much easier to fill out the *Year Book* blank than when it was necessary to estimate the amounts spent for organized recreation service. In most respects, the information requested on the *Year Book* blank is identical with that gathered in previous years, and most departments and organizations providing community recreation will furnish the same type of data as before.

Questionnaires will be mailed about January first. Cooperation by local and county park and recreation authorities in filling out and returning them promptly will assure a comprehensive and useful *Year Book.*

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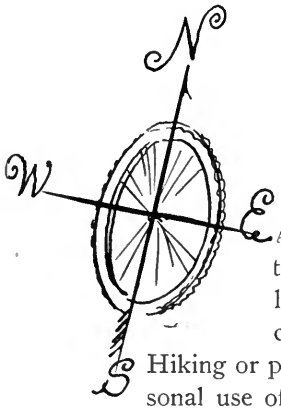
Youth hostels offer opportunity to all for inexpensive, incomparable vacation fun.

If members fall behind, markers made by leader point the way.

AYH Means Wider Horizons



Arnold Caplan

EACH SUMMER thousands of young Americans travel through the out-of-doors in American and other lands at an average living cost of $1.25 a day, excluding initial transportation costs, to distant places. Hiking or pedaling, by canoe or on horseback, they make personal use of one of the most rewarding and least expensive forms of recreation.

Through American Youth Hostels, they are able to enjoy low-cost travel, finding health in vigorous, outdoor living, and happiness in the adventure of making new friends and exploring far horizons. The stored value of their experience, that will serve them in their future work and everyday relationships, is immeasurable.

Last year, a total of thirty thousand "overnights" were chalked up by young American travelers at some 160 hostels provided for them by American Youth Hostels along the trails and highways of such scenic and recreational areas as the New England Coast, the White and Green Mountains, the Berkshires and the Alleghenies, the Rockies and the Great Lakes region. Others used scores of similar hostels abroad.

American hostels are situated in twenty-nine states. Made possible by the neighborly interest and hospitality of local citizens, supported by the cooperative help of the young hostelers themselves, these hostel accommodations are located in barns and farm buildings, in cabins and private homes, in churches and schools, and even in former military lodgings.

Reprinted through the courtesy of *Travel* magazine.

All hostelers subscribe to the universally-accepted hosteling code for simple living. They agree to travel by their own effort, to provide and prepare their own meals, to do their share of "clean-up" before they leave, to refrain from drinking or smoking on the premises. Observance of these simple rules is required of all members to maintain youth hostel privileges.

Each hostel provides separate sleeping quarters and washrooms for young men and young women, a common kitchen where hostelers may cook their meals and, in most cases, recreation facilities. Hostelers travel light, knowing that they will find clean beds, blankets and cooking utensils at each overnight stop.

There are no age limits nor special requirements to be a hosteler. Facilities are available to anyone who holds a membership pass, issued at low cost to individuals or groups.

In 1910, Richard Schirrman, a young German teacher, conceived the idea of making the countryside accessible to the school children of the great industrial centers. When appointed administrator of a museum housed in a twelfth century castle, he obtained permission to open some of its unoccupied rooms to school children exploring the country.

Travelers from other lands were initiated into the simple carefree life of the youth hosteler and were eager to transplant its benefits to their own countries.

In 1932, several hosteling associations met in Amsterdam to form the International Youth Hostel Association, now called International Youth Hostel Federation. Represented in this group are twenty countries, and through the federation, associations have agreed to recognize members from all other associations for use of their facilities. They have also agreed upon a number of customs in common, including that which makes hostels available only to those who travel under their own power.

In 1932, Isabel and Monroe Smith, two American teachers and youth workers, went to Europe to make a survey of youth movements there. The hostel movement attracted them more and more, and they returned to the United States determined to introduce it to Americans.

They received permission from IYHF in 1934 to establish an American youth hosteling organization. AYH was incorporated in Massachusetts in 1934. The first hostel in the United States opened that same year in Northfield, Massachusetts, as did AYH headquarters.

During the next few years, hostels opened throughout New England, and the idea gradually spread south and west. In the summer of 1949, there were 113 hostels located chiefly in New England, the Middle Atlantic states, around Washington, D. C., in the Middle West and on the Pacific Coast.

In the late 1930's, AYH established its first Local Council. The councils have since become the basic unit of organized hosteling in the United States. They carry on a program of trips and set up hostels in and around their own communities. There are now thirty-five AYH councils in the United States.

One of the council's most important duties is to select from among responsible townspeople the resident "house parents" for each hostel in the region it serves. Hostels are regularly inspected to assure the maintenance of high standards and are chartered annually by AYH national headquarters.

Most people are interested in hosteling. They feel it offers something new and different. Naturally, they want to know what it's like.

Picture yourself with a group of people about your own age at noon on a summer's day. Maybe you're in Denmark or in Alaska or in one of your own national parks. You've just finished a morning of hiking or biking, and you're hungry. Since you've been on your trip you have been alternately somewhat embarrassed and very much amused by how much you can eat. Anything, you have found, tastes delicious to hostelers, so long as there's plenty. Ever since your trip began, the days have been filled with new people and places. This morn-

Appetizing meals, prepared by hostelers, taste fine after cycling. Rustic accommodations are comfortable.

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ing, for instance, you may have found that French chateaux actually look like their pictures; or that Hawaii, as well as Greece, has a Mount Olympus.

After lunch you'll be heading for tonight's hostel—perhaps a farmhouse in New England or a houseboat in Sweden. Or maybe you'll be pitching your sleeping bag in a field or on a cliff by the sea. You look around at the others in your group, and at your leader. When you started, you knew only your friend from school. By now you all know each other well. It's hard to say why this group seems special, but it does, and you're very glad you're part of it.

So there you are, as you can picture it. And, of course, it needn't stop with your imagination.

Here's what some veteran hostelers have to say about their experiences:

Mary Cannon, a member of a southwest European trip of 1949, says: "Hosteling isn't the easiest way to travel, but it definitely has its advantages. We were always running into fellow countrymen who discussed their European travels with a fury bordering on apoplexy. Everywhere they went they were 'robbed' because they were 'rich Americans.'

"I would be willing to bet that no one will confuse your hostel group with the 'rich Americans.' Customs officials won't bother you, either. What self-respecting customs officials would be caught shuffling through nine dusty saddlebags?

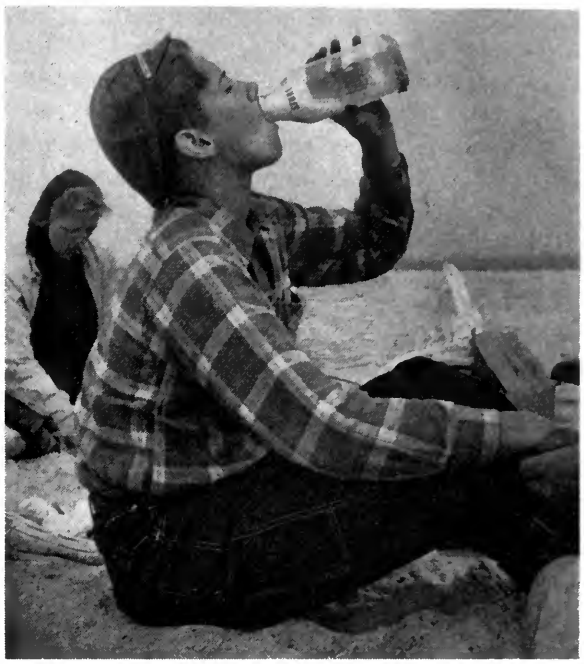
"All in all, I think you'll find it rather pleasant being a peasant. You'll never have to worry about what to wear or how much to tip the redcap. In the resort hotels, Americans meet other Americans. In every hostel you'll meet a miniature United Nations. Your high school French will blossom like a flower in the spring time, and you'll probably start considering a diplomatic career."

Barrie Tait, of a British Isles trip, observes: ". . . safely protected by a big poncho or raincoat, with blue jeans rolled up, wearing sneakers, the cyclist is in the enviable position of actually enjoying the rain. Who else can say that? Furthermore, riding with the rain in your face is far more pleasant than many imagine. Try it and see. If it is pouring 'cats and dogs,' of course, any smart cyclist will seek the protective branch of a tree until the deluge subsides somewhat. In any case, rain seldom need interfere with hostel fun."

What equipment will you need?

In addition to your personal effects, you are required to have a youth hostel pass. An AYH pass is a membership card entitling you to use hostels and committing you to follow youth hostel customs when you travel as a passholder. There are five kinds: Youth Pass, two dollars for those under twenty-one; Adult Pass, three dollars for those twenty-one or over; Youth Organization Pass, five dollars for a group of ten, including one or two adult leaders, from a bona fide youth agency or organization; Adult Organization Pass, ten dollars for a group of ten members of a bona fide adult agency or organization; Family Pass, five dollars for parents and any number of their children under twenty-one.

AYH youth and adult passes are valid for all other hostel associations belonging to the International Youth Hostel Federation. Organization and family passes are not valid outside the United States. All passholders receive the quarterly AYH *Knapsack* and the annual AYH *Handbook*.



Time out for lunch, high point of the eventful day, is further enhanced by the presence of sun and sea.

Bicycle or your feet—depending upon the trip—will be your chief mode of getting around. When necessary, groups use trains (coach and third class) or buses to supplement long trips. AYH headquarters makes major transportation arrangements, such as ocean crossings, prior to the trips.

On the road, groups usually stay together, particularly at first. As time goes on, members may separate in the morning and afternoon, meeting for lunch and at the final destination.

Hostels may vary from the simplest kind of structure, with hay under your sleeping bag, to a beautiful building especially designed for your needs. All hostels are supervised by resident house

parents. Early to bed and early to rise are hostel customs, and each person does a share of kitchen or other work.

You and your group will buy and cook most of your own food. Your diet may be sumptuous on occasion; more often it will be simple, and will depend upon the area of your trip. But it will always be adequate.

You carry all your equipment upon your bicycle or upon your back, and are expected to have room for some group equipment, such as food.

Each hosteler needs a sheet sleeping sack and his own eating utensils. All trips, except for a designated few, call for camping out. For this, hostelers need a nylon poncho and a lightweight (six to seven pounds) sleeping bag with a water-repellent cover. Bulletins contain specific requirements for each trip. Hikers also need knapsacks to carry all their equipment and boots which will stand up under hard wear and be comfortable.

Cyclists pack equipment in bicycle saddlebags and in a handlebar bag (AYH wander bag). Bicycles must be lightweight touring models with at least one hand brake and, preferably, with gears. Luggage carriers must be steel, with tubular side supports, preferably with a rat-trap spring.

Clothing requirements vary according to trips and individual preference. All materials must be easily washable, lightweight and durable. For lightweight clothing, nylon is best; seersucker or rayon jersey is second choice. For warm clothing, choose corduroy, lightweight wool gabardine or cotton flannel. (Required and other equipment is available from some AYH Local Councils and from the AYH Supply Service, 360 Glenwood Avenue, East Orange, New Jersey.)

Each group member receives a day-by-day itinerary before starting. All groups are expected to keep advance reservations at hostels and mail stops. In areas where there are no hostels, leaders make other arrangements or groups camp out, depending upon the locality. In these areas, deviations from the planned itinerary are subject to group decision.

Average groups include eight members with a leader. Groups usually include both young men and young women, and the leader may be either. If you want to join a group with a friend, AYH will try to arrange for this. However, no more than two people who know each other before the trip may join any group.

Leaders are experienced hostelers, at least twenty-one years of age, who have taken the AYH Leadership Training Course. In a group, the leader does not act as director, but rather as "senior partner" in a democratic and cooperative venture.

If you are to be a member of an AYH headquarters-sponsored trip, you must join the group at its starting point and stay with it throughout the trip, except in cases of emergency. You may not join a group after it has begun a trip.

Leaders will grant reasonable requests for side trips at their discretion. Hostelers under twenty-one must, however, have written permission for such trips from parents or guardian. Expenses of side trips are the individual's concern and should not be for more than three or four days.

Locally, hostelers can spend as little as $1.00 to $1.50 per day. Those traveling alone may spend more than those eating in groups. Hostel rates are forty cents per night for youths, fifty cents for adults, with a daytime charge of twenty-five cents for use between nine a.m. and five p.m.

Most hostelers hike ten to fifteen or bike twenty to forty miles per day. They attempt distances short enough to allow for side trips, sightseeing and meeting people on the way.

To qualify for a headquarters-sponsored trip you must be ready to spend your summer traveling simply and to take your part in a close-knit group. For trips in the United States and Canada, you must have been at least fifteen on June 1, 1950. For all other trips, you must have been at least seventeen on that date. You must be physically able—as testified by your doctor—to bicycle forty miles a day with a thirty-pound pack upon your bicycle or hike twenty miles with a twenty-five pound pack.

To apply for a trip, you must hold a current AYH pass. If you do not hold one, you may obtain it through the AYH Local Council nearest you or direct from national headquarters in Northfield, Massachusetts.

When you have completed your application, you send it to headquarters through your council. With it you send two photographs and a fifteen-dollar registration fee. As soon as your application is reviewed, you will receive word. Review and collecting of reference letters usually take about three weeks.

To be ready for a trip, you will need to begin preparation as soon as you are accepted. Your main concerns will be to assemble complete equipment, put yourself in condition for bicycling or hiking, and learn as much as you can about the places you will visit. To help you do this, national headquarters will send you bulletins on all these subjects. Bulletins will also keep you informed on your trip schedule, group members, passport and visa regulations.

Just before "lights out," youngsters swap adventures of the day and speculate on happenings of the morrow.

To qualified individuals of twenty-one years or over, AYH headquarters offers each year the chance to lead its summer-sponsored trips. Leaders' trip expenses are covered, plus a small bonus. You may, however, be one of the many hostelers who plans to travel next summer on your own or with friends. AYH can also help you.

For a general picture of international hosteling, AYH can supply you with the *International Handbook,* which covers each of the twenty-four IYHF association countries. (Each handbook, fifty cents.)

For information about mapping your trip, preparing for it, equipment, reading list for areas you may visit, send to the AYH headquarters for its series of bulletins on international hosteling.

For hosteling in the United States, consult your nearest local council.

Youth hostelers form a world-wide fellowship. Membership in any national youth hostel organization is honored by all other international federation associations. The youth hostel pass is a passport to hostel facilities in other member countries, assuring a warm welcome to hostelers.

Member countries of the International Youth Hostel Federation today include Algeria, Australia, Austria, Flanders, Belgium; Walloon, Belgium; Canada, Czechoslovakia, Denmark, Eire, Finland, France, England and Wales, Northern Ireland, Scotland, Holland, Italy, Luxembourg, Morocco, New Zealand, Norway, Sweden, Switzerland, Tunisia and the United States of America.

American Youth Hostels, since its inception in 1934, has fostered international understanding by arranging sponsored trips each year to Canada, Europe, Latin America and North Africa. The thousands of young people who have returned from these visits constitute a growing, widely-distributed group who have shared with many others their experiences in international living. Through friendly association and travel with the youth of other countries, they have gained insight and deep-rooted friendships which are denied most travelers abroad. Greeted everywhere as citizens of this commonwealth of youth, their outlook has gained wider dimensions.

The program offered by American Youth Hostels is directed to young people in these "in-between" years. It opens new vistas to them in an unique plan that not only feeds imagination and love of adventure, but encourages initiative and responsibility.

Hosteling is not a spectator sport. What it offers is neither soft nor easy. Its simple and often rugged life demands energy, self-reliance, tolerance and a sharing of experience.

Hostelers become strong in body and in spirit. Time spent on the open road, in fraternal association with other young people in this country and abroad, helps hostelers become better adults.

New NRA Office Manager

WALDO R. HAINSWORTH, former National Recreation Association district representative for the New England area, has taken on the job of office manager at national headquarters.

Before coming to the association in 1946, Mr. Hainsworth served as superintendent of recreation in Norfolk, Virginia. In 1933, a year before graduation from Randolph Macon College, where he majored in mathematics and physics, he received his initial professional experience in the public recreation field with the House of Industry in Philadelphia. It was his responsibility, during summer afternoons, to block off one of the side streets in South Philadelphia and conduct street play for community children. In the evenings, he conducted family recreation activities.

Relief work with the Norfolk Ferry Company in 1936 led to a position in the public welfare department and, a year later, to the appointment as superintendent of the Norfolk Municipal Hospital, where he organized a recreation program for the older people in the institution.

YOUR CHRISTMAS PARTY

WHEN there is more than one person engaged in this fascinating preliminary—and there undoubtedly will be—try to have a SYSTEM! Time, you may remember, has an unpleasant habit of growing short (so does temper), and it doesn't make anyone any happier to have to waste precious minutes searching for the scissors, hammer, thumbtacks or Scotch tape. With a little advance planning, this unhappy situation can be averted.

Have you ever tried setting aside one particular spot—maybe a cardtable in the middle of the room, or at the right-hand corner of the stage—for a supply base? Place all the tools, material and equipment at this spot and let the workers, before they start, see just what is available. Remind them that each and every article is to be returned the very minute it is not in use. (Some people even place little slips of paper upon the table or stage, indicating exactly to which spot the material should be returned.) You'll be surprised how much time can be saved and confusion eliminated by such a simple procedure.

Or use spruce, pine or, if you must, crepe paper. (If you do use the last, remember to buy flameproof paper. It will be clearly labeled, might cost a little more, but will be well worth it. Keep the paper away from light bulbs and avoid using candles. Of course, no one needs to remind you to check the wiring on your Christmas tree lights, or do they?) Try to remember that boughs and even whole trees can be sprayed with a prepared solution procured from your local fire department. In fact, the fire department might even send one of its members to do the spraying. If you don't see him do it, you'll never know it's been done because the appearance of your decorations won't be altered a bit. The only thing it does is to guarantee you boughs of holly instead of boughs of folly!

The words, as you can see, aren't important—just so long as everyone SINGS. Whether you're peeling potatoes, washing dishes, decking the hall or wrapping presents, just hum a little Christmas tune and you'll find that everyone within earshot will join you. Song comes so easily to people

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during the holiday season—they really want to sing! Start them off! It's all they need.

So plan your gayest and best parties! Don't stick to the run-of-the-mill Christmas parties. Select the traditional aspects of them—but add a little special something. The air is filled with surprises, anticipation and excitement. Have your parties as jolly, as new and as exciting as the rest of the season.

A Wassail Hour

Have you ever gone—or asked your friends to go—a-wassailing? It's an old Christmas custom. The wassail is a hot, spicy punch. (You can find recipes for it in almost any book of Christmas cookery!) A big punch bowl of this and little plates of Christmas cookies or fruit cake are all that you need for a most successful "wassail hour."

There's a college president in northern Vermont who opens her room each year during the holiday season to the students for their "wassail hour." It's one of the big events on their calendar! The entire neighborhood shares in the excitement since the students, as they trudge gaily up the snow-covered hill, sing aloud that old Christmas carol, "Here We Come A-Wassailing!" An invitation to just plain punch and cookies could never arouse one-half the feeling that an invitation to "a wassail hour" can. Try it out on your friends this year and see for yourself!

A Make-It-Yourself Party

This same college president also delights the senior students each year by giving a "Make-It-Yourself Party."

In her over-all planning, she allocates several rooms in her home for "workshops." One large room is kept free of debris and is the place where the finished articles find their way to the foot of the small Christmas tree which serves as a centerpiece on the luncheon table.

The day of the party she sets several cardtables around the "workshop" section of the house. Upon these she places large bundles of carefully-selected material which she has been saving all through the year. She also places a sample of the article that can be made from this material as well as a complete set of directions, in case any questions should arise.

No one is told to which table he should go but, as he enters the house, he draws a card from a box near the door. This carries the name of some other guest for whom he is to make a present during the afternoon. He keeps the name secret, of course, but looks over all the tables and decides which "present" would be most welcome to his "name." Then he rolls up his sleeves, probably ties on a big apron which the thoughtful hostess has provided, and gets to work!

One table may have little acorns, pipe cleaners, scraps of leather, paint and brushes as well as two or three attractive sample boutonniere or lapel gadgets made from these materials.

Another may have small branches of spruce, little pine cones, berries, jars of tempora and rolls of bright red ribbon. The assortment of corsages which could be made here would delight any girl.

There's a table for every type—young, old, man, woman. But although these tables change each year according to the age and interests of the group to be present, there are two or three tables which remain constant year after year.

One is the wrapping table. Here are all the papers, strings, ribbons, cards, seals, stickers and writing material which anyone would ever need to wrap and label his present once it is completed. With so much material from which to choose, no two people would ever turn out identical packages.

There's much excitement around this table as each person tries, without giving away his secret, to write on his present the name he drew at the door. Just like children, all the guests want to know in advance who's giving them a present—and what it is. The wrapper has a hard time keeping his secret!

Another table to which everyone goes sooner or later is the name card table. Here each person makes a card bearing the name he drew at the door. But you should see the cards! Always different—always delightful. One year they consisted of little pocketbook mirrors. These were to be placed flat upon the table. A very small red candle—hardly larger than the traditional birthday type—was slightly melted at the bottom and mounted on a corner of the mirror. Then the person's name was painted in tempora upon the mirror. Some folks added little pieces of spruce to the base of the candle and very novel name cards appeared.

When each guest has finally completed his present, wrapped and tagged it, and has his name card ready to be placed upon the table, he goes into another room—the one that looks so calm and clean after the clutter and excitement of the workshop rooms. Here, upon a large table that has already

been set for luncheon, he places his name card and his present. The present goes under the Christmas tree which serves as a centerpiece, and the name card is set any place he chooses.

Having completed the "necessities," the guest is now free to work on table or tree decorations. He may join the group in the kitchen melting old candle ends, pouring the hot wax into star-shaped cookie molds and thereby creating novel Christmas lamps. His job may consist only of holding a little piece of string upright while the hot wax is poured around it in the mold. But when that little light gleams brightly on the luncheon table, he is just as proud of it and as pleased with himself as if he had made the whole thing.

Perhaps he joins the group that is making Christmas tree ornaments from old cracked ping-pong balls and small pine cones. With a touch of gold, silver or bright paint, these little articles make most attractive and acceptable tree ornaments—particularly for a small tree such as the one upon the luncheon table.

If he's tired of painting and puttering, he may draw up a hassock to the fireplace and help with the corn popping project that is being carried on there. Someone else may do the stringing and arranging of the corn upon the tree. (All of them, we're sure, will eat a good share.)

Sooner or later, everyone goes into the other room for lunch. The table by this time is festive, gay and well-ladened. In addition to all else, the important matter of FOOD has been settled.

Dishes of stuffed olives and pickles help carry out the red and green color scheme. Tomatoes and green peppers are stuffed with turkey or chicken salad. Cranberry sauce and other red jellies add not only to the menu, but to the picture as well. Everything is delicious and delightful to the eye.

At just the right moment, old Saint Nick appears and distributes the presents from under the tree. People don their corsages, lapel gadgets and other gifts—all the while trying to guess who made these for them!

When St. Nick's task is completed, he bustles off with many hearty Christmas wishes for one and all. (Later, he may slip back in through another door— this time just as a guest at a wonderful party, joining the others as they sit around the fire singing Christmas carols.)

All good things must end—and, eventually, so must this party, too. But the memory of it, the joy of having made something, the thrill of building a party as it progressed—these will last for many a long day. When the guests look back upon it they'll realize that, except for the refreshments, the hostess spent not much money but a great deal of time and thought. The spirit of Christmas, the idea of giving a little of themselves with each gift, the knowledge that someone has made something especially for them, will glow in their hearts long after Christmas has passed. Within them there will bubble up a little song much like the ones they sang at the party!

Tra-la-la-la-la! La-la-la-la!

Christmas Tree Guideposts . . .

Neenah, Wisconsin, has a novel way of disposing of its Christmas trees each year. When Lake Winnebago freezes over during the months of late December, January and early February, the banks are dotted with ice fishermen's shelter shacks. The snow gets deep and the ice, too, and when there is a fog with low cloud formation over the lake, the fishermen have a difficult time finding their way back to their homes on shore. Last year, the police and Neenah Chamber of Commerce conceived the idea of collecting used Christmas trees soon after the holiday and placing them about twenty to thirty feet apart, upright in the snow, on both sides of the road leading far out into the middle and end of the lake area to guide fishermen to their homes each night. The results? No casualties; easy and helpful disposal of the trees. When the spring thaw comes, the trees are chopped up by breaking ice and settle at the bottom of the lake.

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"The opportunity for abundant living in one's own time is a rightful expectancy in a democratic society."—Philosophy of Recreation, National Conference on Aging, July, 1950.

The Time of Their Lives

Georgene E. Bowen

MRS. A STEPPED into the club meeting room and closed the door firmly behind her. "There," she said, "I've done it."

"What happened?" her elderly friends eagerly inquired.

"Well, I just told my daughter that Wednesday night is going to be my night out. She will have to arrange from now on for someone else to sit with the children on our club night. It is going to be my time to be with my own friends."

Grandmother A, aged seventy-three, has discovered a place for herself in the stream of life, and she has found the courage to claim her right to keep it. But she isn't the only one. There are thousands of other oldsters who have made the same discovery.

None of them dreamed six years ago that their social day was dawning instead of drawing to a close. Certainly Mr. B didn't. In the south section of the city, he lived in a tiny single room in a boardinghouse, where he was not allowed to linger in the halls nor in the parlor. When he left his room, he had to go out-of-doors. Of course, on sunny days, he sometimes found other loungers with whom to visit. When it stormed or was cold, however, he had just his own four walls to keep him company. Sometimes he could stand it no longer. "Walls, I've had enough of you!" he'd say, put on his hat and go into the street. He had to do *something* with his time.

Now Mr. C, on the other hand, lived in one of Philadelphia's most expensive residential hotels. He could sit in the luxurious lobby of this or any other hotel of his choice. He usually spent some time in Florida each year, but this only bored him. Although he had time to go somewhere, he had a deep feeling of not belonging anywhere. He found other older retired men with whom he could talk, but such conversations were often pointless, being mostly about food that they hadn't enjoyed in the places they'd been.

Elderly Miss D lived in the north section of the city. There was nothing at all wrong with her health or her spirits. Her time went to waste because she was now totally blind. Her radiant spirit

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Miss Bowen is director of recreation for Philadelphia's older people. Her twenty-odd years of experience have included teaching, group work, administration, community organization and work with volunteers.

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was so contagious, however, that neighbors often dropped in to visit, and went away refreshed. She loved to hear people laugh—the more the merrier. She specialized in dispensing cheer and humorous stories. She had much more time to use in this way—given the opportunity.

It was recognized back in 1944 that there was a great need to offer these and other older citizens of Philadelphia the opportunity to fill their leisure time with companionship and interesting activity. Forces went to work in recreational, health, welfare and religious circles, and it was decided that Philadelphia should start a recreation program for its citizens sixty-five years of age and over. The Philadelphia Recreation Association was asked to undertake this project, and the Community Chest to allocate a small amount to the budget of this Red Feather agency. The association followed through by securing the services of a specialist to promote and organize a city-wide program for older folks.

Today, in this three-county area, there are sixty-eight clubs and classes of older people with an aggregate attendance of 62,978. These groups are located in public recreation centers, settlements, church and synagogue centers, YWCA's and YMCA's, homes for the aged, a community council and a Veterans of Foreign Wars post. One all-day center has been opened for the aged, and other community areas are planning to follow suit. These neighborly gatherings are meeting a great need in their widely-diversified neighborhoods.

There are almost three thousand people like Mr. B, Mr. C. and Miss D who are now enrolled in a Golden Age group, where they are finding ways of turning the time on their hands into the time of their lives.

Mr. B now has a place to go any time he so desires. He is always the first to arrive at the center on his club meeting days and the last to leave. He arranges the chairs for his Golden Age Club and always helps serve refreshments with an air of gallant hospitality. Sometimes he mends the children's toys at the center, and enjoys watching them being used in the play rooms. He frequently joins a game of checkers within the newly-found walls. He always finds things to do.

Mr. C had indigestion when he was first introduced, but these days it doesn't bother him. He's made some new friends at the center who haven't been to Florida. When they asked him to describe it to them he had no trouble at all. This led to bringing in an all-but-forgotten collection of shells from the Gulf beaches. How was he to know that this would lead to the club's decision to give a hobby show? Or how could he have known he'd be made the chairman of the affair?

A gale of laughter breaks out in the corner of the club room where Miss D sits. She is in the limelight now and has an appreciative audience. She has just whipped out an old battered felt hat, bent it into a silly shape and clapped it upon her head at a ridiculous angle. By now she has established her reputation as the club wit. Her aged friends expect her to have something new to spring on them each time they meet—a story, a poem or a joke. Her mind is more than occupied thinking up things. The merriment she creates is her reward.

Older men and women flock to most of the meeting places, where they find a group of their contemporaries with whom they can chat, work and play. They have found a niche into which they fit at long last. They have found a group of people who like and understand them. Finding the place and the people, they are also finding an infinite number of ways to use their leisure time.

They choose to play together—as other people do—by dancing, singing, playing games, going on picnics, giving parties, holding contests, playing or listening to instrumental music, participating in charades, bowling or billiards. They crack jokes and cut up. They also prefer creative activities such as painting, ceramics, crafts, poetry and prose composition, or speech making. They usually choose to render many services to others according to their individual capacities. They visit the sick, sew for the Red Cross and the blind, make layettes, help collect funds for charity, contribute their skill—whether it's baking a cake, mending a chair, or putting on a home talent skit for the entertainment of others. There is a seemingly unlimited variety of activities and occupations which older people enjoy because they *choose* them and, later, can participate in carrying them out. This gives them a double sense of satisfaction.

These activities and the program being promoted in Philadelphia come under the heading of "recreation," and are generally known and employed by practitioners of group work and recre-

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The Philadelphia project of organizing recreation clubs for older people on a city-wide basis was launched in 1946, and its success has attracted wide attention. It is sponsored by the Philadelphia Recreation Association, under George T. Adams, the executive secretary.

DANCING. This activity figures highly in having "the time of their lives." Some have thrilling experience of learning for the first time.

ART. These two never painted; recently won distinction for work.

GROUP FUN. Individual talents within group give zest to this business of playing together.

SUMMER OUTINGS. Let young folks have their picnics! Georgene Bowen is on extreme right.

SPECIAL EVENTS. At Funny Hat Party, guests made their own chapeaux. Ingenuity abounded.

ation everywhere. Some time ago it was known that well-selected and directed recreation can build character and create healthy attitudes in the young. Now it is known that it can restore many older human beings to mental health and social usefulness. This is the most exciting discovery of recreation and leisure-time programs for older people. It turns out to be, in fact, a program of re-creation.

Another thing that has been discovered is the fact that all kinds of older people respond to the opportunity to have recreation. Because the Philadelphia Recreation Association aims at locating club centers in as many communities as possible, all kinds of people are being reached in their own neighborhoods.

When Philadelphia began this plan, there were an estimated 136,000 persons over sixty-five years of age. No buildings and no funds were set aside to operate programs for them. There were no tools and no rules to follow in the experimental stage. No program materials specifically planned for this age group were available. It was a complex undertaking, made possible by an abundance of good will.

The job in Philadelphia was undertaken at first by a few courageous churches and by a dynamic settlement director. Other agencies and organizations followed. Offering their facilities and furnishing leadership, they usually assembled a group of sponsors and volunteers. These lay and professional people deserve full credit. They are the ones, each in his own center, who gave the devoted care, content and stability to the program. They stretched their budgets, their facilities and their hearts to take in the oldsters. They are the stars of this "Philadelphia story."

In all types of smaller communities, this program has been found to work by combining the facilities, the services and the good will at hand. One club of community oldsters meets in the gracious setting of the Charles Knox Home (for the aged) in lush suburban Wynnewood on the Main Line. In Pottstown, the recreation commission furnishes the leadership and the materials; while the YWCA gives its facilities.

Just one public-spirited citizen can be the spark to ignite community interest, as in Lansdale, where a retired businessman made a personal contribution and got four of the local women's clubs to sponsor a group of 125 older townspeople.

Two religious groups can combine in a harmonious way to provide for their community's aged, as is being demonstrated in a heartening way by the York Road Section of the Council of Jewish Women and the Grace Presbyterian Church in Jenkintown. The council provides the funds, gives voluntary assistance at meetings and hires a leader; the church gives its facilities.

There are many reasons why any community can and should provide recreation opportunities for its elderly. One reason is well-stated in the Philosophy of Recreation at the National Conference on the Aging:

"The percentage of elderly people in the population has grown and is growing steadily; the society in which they find themselves becomes more complex and the strains and stresses of life increase. The vital importance of provision of opportunity for oldsters to find gratification and purposefulness in their living becomes obvious. The most plentiful and precious commodity the aging have is TIME."

* * *

Philadelphia Recreation Association materials on recreation for the elderly which are available:

Salient Points on Organization of Clubs for Older People, $.15; *An Ideal Job For the Volunteer,* $.20; *Merrily We Play*—collection of fifty party games suitable for use with older people, $.30; *A Place in the Sun*—a promotional piece, with twenty pictures, $.80; *Philadelphia Recreational Project for Older People,* $.15.

Suggestions for Leaders of Games*

It may not be immediately evident in a newly-assembled group of older people just what level of game they will enjoy most. Games range all the way from the fish pond and pick-up sticks to those which require cultural and intellectual resources of the players—such as chess, anagrams, bridge and guessing games on literature, history, drama and so forth.

In a comparatively illiterate group, one would not use a game which requires reading or writing. Other older persons find prolonged concentration very fatiguing, such as in a game of Chinese Checkers. It is very important to find at least *one* game that each person enjoys playing. Then let him play it to his heart's content. Later, introduce him to other games as soon as he is ready. Watch his reaction to the new game. If he appears bored and thinks it is "too easy," give the game up at once. Likewise, if it seems too difficult, it will discourage him. A healthy appetite for play is not built upon the attitudes of discouragement nor contempt. It is up to the leader to keep these attitudes from developing on the part of the players.

* From *"Merrily We Play"* by Georgene E. Bowen.

Congress Capsules

How to Live with Television—Friend or Foe?

It was acknowledged that TV can be a friend—that good recreation leaders need not suffer from competition, but rather should accept the responsibility of finding ways of integrating it into program, of using it as a means of promoting participation instead of allowing it to aggravate "spectatoritis." It was agreed that it has a great potential as a resource—part of which is in the hands of recreation leaders and part in the hands of producers. Group thinking considered it in terms of:

a. Producing programs
b. Using TV as a motivating factor for program.

It was decided that *demonstration* and *discrimination* are two key words for recreation people to keep in mind. In demonstration, a televised program can bring specific skills close to the eyes of the audience, show up small details. Through demonstration, use groups—for example, an arts and crafts group—can be expanded to include the entire TV audience. Other activities, such as forums, parties, clubs can be activated. In *discrimination,* recreation leaders must accept responsibility and bring influence to bear on programs given or selection of programs to watch.

How Can Recreation Agencies Realize More Fully the Recreation Possibilities of Drama?

It was emphasized in this meeting that too often community theatre groups are isolated in the recreation department; whereas they should be a clearing house, bringing together all local resources —PTA's, Junior Leagues, and so on.

A debate arose as to whether it is possible to maintain a community theatre, run and enjoyed principally by and for community participants, without having it get out of hand and turn commercial with an emphasis on "art for art's sake." The danger seems to be that the interest of participants tends to simmer down to the training of a few experts for the purpose of turning out professionally-finished productions, rather than to emphasize the participation and enjoyment of the many in a joint community project. The latter is done successfully in England (see page 359).

All present also agreed that there is a dearth of plays suitable for community groups and that many recreation leaders are forced to write their own. It was suggested that the National Recreation Association ask for copies of such locally-written plays which have been successfully produced and, after careful screening, make them available to all. Good teen-age comedies especially are needed. This same plea for plays was registered at the National Theatre Conference.

Creative Program Planning for Older Age Groups.

Basic recommendations to leaders in this field:

1. The needs of the older person should be carefully understood.

2. The present dearth of trained leadership could be alleviated with workshops and institutes. The age of the leader of older groups is less important than his personality and skills.

3. It is time for all of us to stop and think how far are we going in the segregation of age groups. If we develop a comprehensive program for all age levels, special emphasis on any one group, whether youth or elderly, will be unnecessary.

4. Use should be made of the good printed materials now available.

5. Care should be taken not to exclude the older person from the planning of program. One cannot superimpose plans upon this age level.

6. Camping for this group is a fairly new experience. It has been tried in Cleveland (see RECREATION, March 1950, page 573), New York City, and several other communities, but it was felt that

it was really an outdoor experience rather than real camping.

7. Care should be taken not to pamper such a group too much, as members have much to contribute.

8. More thinking should be done in terms of the home-bound and institutionalized.

Standards for Sports and Athletic Programs in Community Recreation.

The first question raised—"What should be the position of local recreation departments on the conducting of competitive athletic activities for boys under twelve?"—took up the entire session.

In regard to Little League baseball, it was brought out that there are now some three hundred fifty Little Leagues, with over thirteen hundred teams participating. The recreation and athletic directors present came out pretty strongly as being against the Little League as a function of municipal recreation, stating as objections: that youngsters at the age of twelve are not psychologically nor physiologically prepared for tournament participation and the attendant emotional stress; that it is a disturbing influence on the recreation program and that baseball should be kept on a recreation level; that it is an unnecessary and lavish expenditure of funds which leads to subsidization and proselyting too early in years.

A vote of those present resulted as follows:

	In Favor	Opposed
Little League	1	31
City league organized to the recreational level	42	1
Controlled sponsors, and operated by recreation department	28	6

In considering tackle football for the same age, Fred Coombs, of Pennsylvania State College, read a report from:

1) The Office of Education criticizing it for this age level because of a) physiological factors, b) psychological factors, c) safety factors, d) economic factors;

2) The American Medical Association which said, in brief: "Play and physical education contribute much to the health of children but there must be certain precautions and protective measures. . . Interschool athletic leagues should be confined to the senior high school. Interschool activities for junior high school pupils should be limited to occasional invitational meets or games. Junior high school boys should not compete in American football. Encourage play days, but no school championships."

3) The Federal Security Agency, which stated that "highly organized competitive athletic leagues are not desirable for children and youth of elementary and junior high school age (grades one to eight) . . . All athletic competition should be conducted in accordance with the needs, capabilities and interests of growing children."

Upon the reading of these, the meeting—the attendance of which had grown to over one hundred—really went to town in heated debate. It was pointed out that at one time there had been recommendations that we, in the recreation field, be guided by scientific research; but these had failed to carry weight because such recommendations had not come from recreation authorities. Therefore, it was suggested that the American Recreation Society and the National Recreation Association form a joint committee to work on this and attempt to come up with a sound policy which would be the basis for the operation of municipal recreation department programs not only in tackle football, but in baseball as well.

It was also suggested at this time that more utilization be made of carry-over value activities rather than of big muscle activities, and it was recommended that the National Recreation Association appoint a *national committee from the recreation field* to make a study of this matter and to report its findings and recommended policy to the 1951 convention. This suggestion was approved unanimously.

A vote was taken as to those who were in favor of supervised football for boys under twelve, resulting in:

	In Favor	Opposed
Twelve and under	16	34
Fourteen and under	18	18

(One vote from each city)

For summaries of all Congress meetings, order your Congress Proceedings NOW from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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Bernard Ballantine

There's ONE *at Every Convention!*

You must have met him in Cleveland during the Midcentury National Recreation Congress. For the sake of the record, let's call him Phil Filbert, even though a recreation screwball of this type by any other name would be as wacky.

Surely you must have met him at the Statler. He's the guy who pounded you on the back just as you were gulping one of those free Pepsies or Cokes, causing you nearly to choke to death. After the lusty wallop on the back, he would start out:

"Well, well, well, if it isn't my old friend Barney Greasespot. How ya doing, old pal? Haven't seen you since New Orleans. Now, there was a town!"

While you wipe the spilled drink from your coat lapel, he keeps up an endless chit chat from which you learn that he just blew into Cleveland, a day after the opening of the congress.

"What's new around this hamlet?" he inquires in a loud voice as he steps on your pet corn and reaches across your chest for some of that free liquid. And, before you have a chance to say anything, he bursts out, "Oh, oh, giving away miniature baseball bats, eh? Got to get one of those for the kid. 'Scuse me a minute."

As he barges over to pick up a bat, you know he's not after a souvenir. Some night club table will take an awful pounding that night, making the proprietor take a little less interest in that game we Americans fondly call the national pastime.

While Phil Filbert is after his night club tomahawk you duck away, hoping that perhaps Phil, somehow, somewhere, will get lost in the shuffle. But do you shake him off? Not for all the water in Lake Huron.

He catches up with you at one of the afternoon panels. He may not be sitting next to you but somewhere he's in the group. As the discussion leaders or other qualified speakers discuss with great wisdom some important phase of recreation, leave it to old Phil Filbert to ask for the floor so that he may tell his side of the case for one and all to hear.

"Now in Pinkburg," he starts out, "our recreation department runs playgrounds for boys and girls and we have sand bins, storytelling hours and all kinds of things like that. Our delinquency rate

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When Mr. Bernard Ballantine is not revealing his unexpected sense of humor, he's working diligently at developing recreation in Roseville, Michigan.

has been cut in half and . . ."—blah, blah, blah! On and on he goes, never appreciating the fact that his story has been told and retold a thousand times in the past. And, of course, never taking time to realize that he's as far off the subject as an elephant would be in a Kentucky Derby.

Somehow everyone seems to maintain his decorum even though, inwardly, committing mayhem on the person of one Phil Filbert is uppermost in his thoughts.

Phil also makes his presence strongly felt on the tours, at the training courses and exhibits. "You ought to see that gym of ours in Pinkburg," he spouts off like an executive secretary in some chamber of commerce as he inspects the home community's facilities. "It would make this one look like a clothescloset. And our wading pool! Brother, you should get a load of that. Now, our sandboxes . . ."—blah, blah, blah! He's off again in the best of vocal trim.

As for dancing, well, there's never a dull moment when Phil is in the Grand Ballroom. Nor are there many untrod toes. He's the guy who goes into the waltz while giving the impression he's trying out the Minnesota shift. He dashes around with a stalk of flowers, playing the part of a robber as gracefully as a rhinoceros doing a rhumba. Yes, he even swirls the comely Mrs. Prendergast around the ballroom as though she were his old college girl friend back at the Senior prom.

The Congress banquet, of course, would not be a banquet without Phil on hand to provide that added atmosphere. As surely as the sun rises and sets, some time during the course of the dinner he will bump into a waiter, causing hot soup to be spilled onto your friend's best suit or onto your own newly-pressed gabardine. Or he'll stretch across and haul in those last three patties of butter, just when you had your heart set on one of them. And that smoke he blows your way—well, that two-for-a-nickel perfecto Phil is drawing on would make an ideal smudge for your next lawn party in the Everglades.

Yes, good old Phil is quite a character. There's one at every convention, and you can take him. But, while taking him, please furnish him with a one-way ticket to the Fiji Islands. On second thought, please pardon me. Why wish something like Phil on the Fiji Islands!

National Conference on State Parks

TWO HUNDRED DELEGATES from twenty-three states attended the thirtieth annual National Conference on State Parks, October 5-10, this year. Texas, as host, planned a program which began at Bastrop State Park near Austin and ended at Big Bend National Park.

Frank Quinn, of the Texas State Parks Board, was elected president of the conference, succeeding Tom Morse, superintendent of State Parks in North Carolina. Other newly-elected officials include Vice-Presidents Charles DeTurk, of the Washington State Parks and Recreation Commission; Arthur Elmer, chief of the Parks and Recreation Division of the Michigan Department of Conservation; and board of directors members James Segrest of Alabama, Herbert Maier of California, Kenneth Coughill of Indiana, Henry Ward of Kentucky, Abner Gwinn of Missouri, and Mrs. Ruth Peeler of Washington.

Former Governor Pat Morris Neff of Texas, who has been frequently called "Father of State Parks in Texas," gave one of the principle speeches, as did Dr. George J. Albrecht, of the New York State College of Forestry. Conrad L. Wirth, of the National Park Service, presented a paper on "The Place of Parks in the Land Use Program," and suggested that the states restudy and modernize the "Park, Parkway and Recreational Area Programs," prepared in 1937, and give more recognition to historic sites.

Conference reports generally seemed to emphasize the fact that the states are doing a great deal toward expanding facilities, as well as providing larger maintenance appropriations. The constantly-increasing attendance, as compared with the gradual leveling-off in the national parks, indicates that people are recognizing more and more the value of such facilities close at home.

The National Conference on State Parks plans to hold its 1951 meeting in Ohio, probably at Zaleski State Park, near Athens, the week of October ninth.

THE LEBERT H. WEIR AWARD, annually presented by the Indiana University Recreation Association to the man who best exemplifies the ideals for which Mr. Weir—long-time worker for the National Recreation Association—stood, was presented to Stewart Case, rural recreation specialist of Ft. Collins, Colorado, at the Cleveland Congress.

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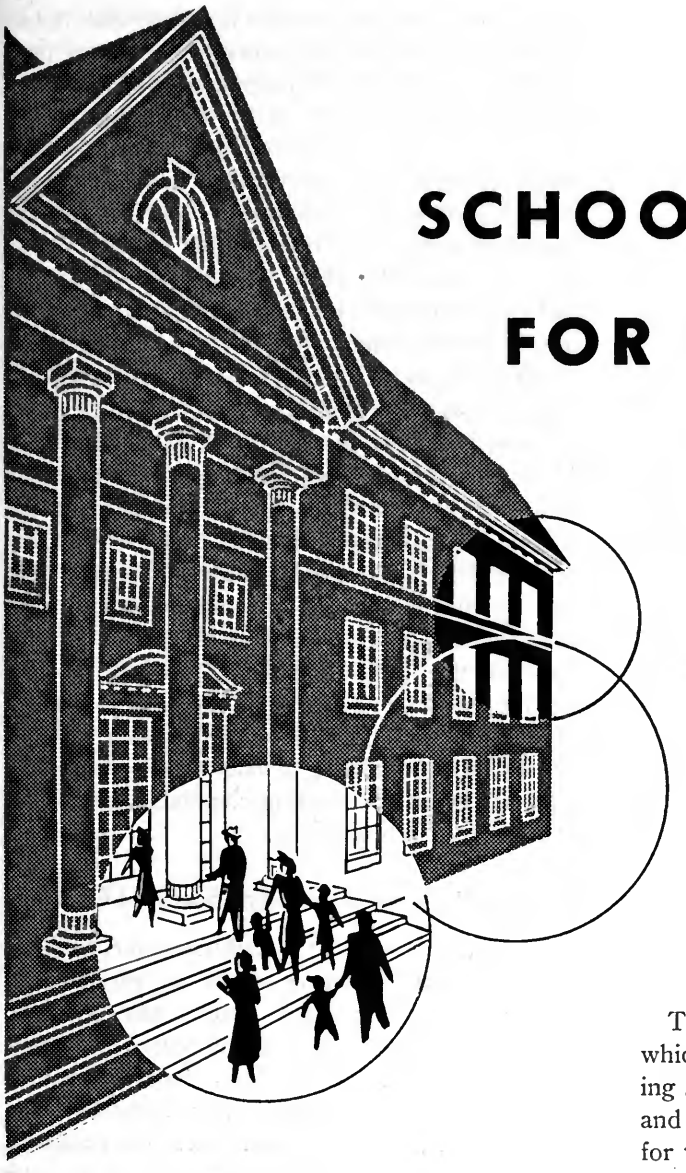

THE USE OF SCHOOL BUILDINGS FOR RECREATION

PART II

This material was assembled and summarized by H. CLIFTON HUTCHINS of the planning staff, National Recreation Association.

The attempt was made to determine the extent to which boards of education share the costs of opening school buildings for community recreation use, and the charges made to recreation departments for the use of school buildings.

Eighty-five recreation departments of the 105 studied reported receiving no board of education funds, although it is evident that the school authorities in many of these cities are contributing to the maintenance or other operating costs of the school recreation centers. In twenty of the communities the recreation department receives funds from or through the local board of education. (In each of the only two instances specified, the amount received was $5,000.) These funds received do not, in all cases, represent appropriations by the local boards of education. In Pennsylvania, where five of the twenty cities so reporting are located, the State Department of Public Instruction reimburses local school districts for certain expenditures for recreation leadership. In the state of Washington, where two communities reported appropriations, similar reimbursement is made to school districts by state education authorities.

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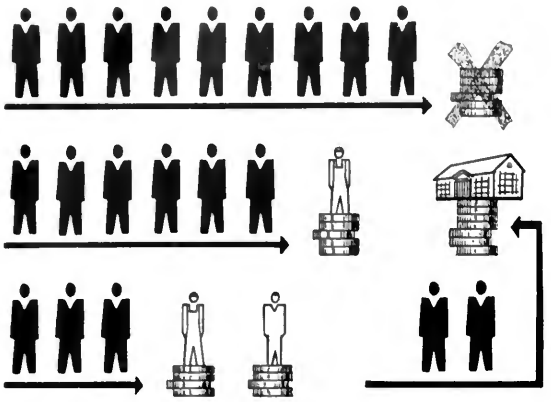
Nine of the twenty recreation departments receiving school funds are required to make no payments for the use of school buildings; six others pay the cost of custodians; three, of other school



personnel; and two pay rental charges. A much greater proportion of the twenty departments that receive board of education funds (35.0%) have free use of school buildings than of the eighty-five that receive no such funds (16.5%).

Among the eighty-five departments receiving no appropriations from the board of education, nineteen make no payment for the use of schools. Four of these report that their local boards of education carry substantial "recreation" items in the school budget. In Mount Vernon, New York, for example, there is a $6,000 item for light, heat and custodial service.

The payments required of recreation departments in the 105 communities which comprise the sampling can be summarized as follows:

28 or 26.6% pay nothing for the use of school buildings

23 or 21.9% pay only for custodians employed by the schools. (Two of these pay only for "extra" custodians when needed.)

12 or 11.4% pay rent by the season or the period

14 or 13.3% pay rent plus other charges, as for the custodians

10 or 9.5% pay for heat and light plus other charges

16 or 15.3% pay other combinations of charges

2 or 1.9% reported conflicting data

As the preceding table indicates, more than a fourth of the recreation departments reporting pay nothing for the use of school buildings; the others either meet the cost of opening the buildings or share the expense with the school officials. The most common type of required payment is for custodial service, either separately or in combination with other charges such as for heat and light; others are payments for noncustodial school personnel required to be employed, or in the form of rent by the season or for each use of space. Sixty-one of the 105 departments report paying for the repair of damaged property but it seems probable that all assume this obligation. Under "other required payments," five departments reported rental fees required only when admissions are charged and three reported charges only for certain facilities at certain hours.

Other means of sharing with boards of education the cost of recreation programs were reported by seventeen departments. In five instances, the recreation use of school buildings is reciprocated by school use of recreation properties; in three, the cost of the full-time recreation executive's salary is shared by the schools. Others reported are: sharing the cost of the after-school program or adult school; purchase of certain types of equipment for use by both agencies; provision of staff by the recreation department for school-operated swimming pools; sharing of profits from teen-age dances; and furnishing of liability insurance (by a private agency conducting community program) to protect the school board.

Minimum Personnel Required by Boards of Education

The requirement that certain personnel be present when schools are open for recreational use can be a highly important factor in the recreation budget and in the relationship of school and recreation authorities. The findings show that boards of education are reasonable in this respect; in most cases, the required personnel is less than the recreation department would need to provide in order to conduct its program.

Of the 104 departments responding to this question, thirty (28.8%) reported no minimum personnel required to be present; the determination of staff adequacy is wholly in the hands of the recreation authorities. Ten boards of education (9.6%) require one custodian to be present and two others require two custodians, depending upon the facilities in use. Three set the minimum requirement at one certificated teacher while one other requires a "teacher" or leader for each group. In twenty-one communities (20.2%) the requirement is one adult recreation leader only. Twenty-three (22.1%) require a custodian and a recreation leader. The remaining fourteen communities require different combinations of personnel up to "ten persons" in one instance.

In only fifteen or one-seventh of the communi-

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ties reporting does the board of education establish definite qualifications for recreation personnel used in school buildings. In Pennsylvania communities receiving reimbursement from the State Department of Public Instruction, for example, the requirement is a teacher's certificate. The remaining eighty-nine communities indicated that no board of education qualifications are in effect for recreation personnel used in school buildings.

A frequency count of the personnel most often required to be present in the seventy-four communities reporting such requirements shows that one or more adult leaders are required in fifty-three instances, one or more custodians in forty-six instances and one or more teachers or other qualified school employees in seven instances. Center director, attendants, engineers, and "persons" are each specified in not more than five instances. Except for custodians, who are generally needed for building operation, a substantial number of boards of education are willing to entrust the use of school properties to recreation personnel and specify a smaller minimum number of workers than are usually required for effective recreation service.

Administrative Arrangements for Cooperation

Because the operation of school recreation centers involves cooperative relationships between school and recreation departments, an attempt was made to learn what administrative devices have been set up to facilitate such cooperation. The nature of the administrative arrangements in effect and the frequency of their use are revealed by the following table which indicates the number of cities reporting the use of the devices listed:

51 Membership of school board member(s) on recreation boards*

42 Periodic joint meetings of school and recreation administrative staff members

27 Regular assignment of school employees to the recreation staff

22 Joint meetings of school and recreation boards

20 Joint employment of administrative personnel by both agencies

10 Regular assignment of recreation employees to the school staff

9 Member of school staff on recreation board**

The preceding summary shows clearly that the most widely used methods of facilitating cooperation are membership of school board and staff personnel on the recreation board, joint board and staff meetings and joint employment or use of school and recreation workers.

It is significant that in eighty-eight, or five out of six, of the cities reporting one or more administrative arrangements are used for securing cooperation; in only seventeen was the use of no such device reported. Of the eighty-eight communities, forty-one listed only one administrative arrangement each, but the remaining forty-seven reported using on an average of three devices each. The most frequent combination was membership of school board members on the recreation board together with some other devices, such as joint staff meeting or joint employment of administrative personnel.

Of the many explanations written in, seventeen were to the effect that the employment of school personnel as leaders, although not required, is definitely helpful in keeping good relations with the board of education. Two illustrative comments follow:

"The best device is to have the superintendent of schools understand and be in accord with your program and policy. This can only be accomplished by careful supervision of programs and the school property."

"Monthly joint meetings of the superintendent of recreation, the superintendent of schools, the director of physical education and the director of buildings and grounds are held to discuss mutual interests and problems."

Appraisal of Procedures

The opinion of the recreation executives was asked as to the factors which they believe contribute most significantly to the success of their cooperation with school authorities in the use of school buildings. They were also requested to name the difficulties which threaten, or have threatened, successful cooperation and the procedures which have proved effective in facing and solving these difficulties. Because of their number, the responses have been grouped by categories, rather than quoted verbatim, and they are listed below,

* School board representation on the recreation board is compulsory in certain states.

** This item was not included on the list submitted by the association, but this arrangement was indicated on nine reports.

with the frequency of reference noted for the major items.

Factors Contributing to Cooperation

Effort by both parties to cooperate. (29)
Understanding of common objectives by both agencies. (22)
Effort to cultivate good personal relationships with all school personnel. (19)
Public desire for the community use of school buildings. (13)
Employment of school teachers on the recreation staff. (12)
Sense of joint participation in meeting a joint community responsibility.
Careful use of school facilities by recreation department.
Understanding by the two administrators of each other's problems.
Clear definition of policies.
Emphasis on qualified personnel that is acceptable to school authorities.
Giving credit where deserved in public relations.
Reputation for upholding agreements to the letter.
Extra good care of property.
Having an administrative channel for cooperation.
Joint participation in planning new facilities.
Immediate action on all complaints.
Full acceptance of school board rules and regulations.

Difficulties That Threaten Cooperation

Buildings not planned for recreational use. (50)
Poor understanding of recreation by some school people. (10)
Janitors. (10)
Inadequacy of school facilities even for their primary purpose.
Inadequacy of funds for the employment of sufficient qualified leadership.
Lack of proper care in use of buildings.
Peremptory cancellation of programs for school affairs.
Red tape in scheduling facilities.
Lack of coordination at the policy-making level.
"No smoking" rules.
Changes in the membership of policy-making boards.
Fear by school officials of being overburdened with requests.

Effective Procedures for Solving Difficulties

Use of conferences and discussions among all interested parties. (31)
Planning new schools for community use through joint action. (15)
Good public relations to secure understanding (11)
with people in the neighborhood
with board of education members
with school people (including janitors).
Quick repair of damages and settlement of complaints.
Working directly with co-sponsoring school departments.
Precheck and postcheck of premises with janitor.
Clear working definitions of education versus recreation.
Appropriate use of each facility—avoidance of abuse.
Increases in the recreation budget.
Working through the PTA's.
Joint sponsorship of activities.
Proper leadership and complete coverage of school properties.
Use of school personnel in leadership positions.
Use of "lighted school" advisory councils.
Advance planning of all activities affecting the school program.
Reciprocal arrangements for use of properties.
Determination of need on a scientific basis.
Establishment of a clear agreement on policies.
Observation of recreation programs by school people.
"Patience! Friendliness! Diplomacy!"

The responses to the questions designed to appraise the procedures clearly indicate the outstanding importance of two or three factors. A cooperative spirit, mutual understanding of objectives and policies and good public relations obviously contribute to cooperation and the solution of difficulties. Absence of these factors, though reported in surprisingly few cities, hinders cooperation. The necessity of using buildings which were not planned for recreational use is by far the most commonly reported cause of difficulty; whereas joint participation in planning was reported by very few cities among factors contributing to cooperation, illustrating the lack of such school planning in the past. The use of conferences and discussions among all interested parties is obviously considered a most effective procedure for solving difficulties. Proper care of school property by recreation workers and adherence to school regulations are other procedures that contribute to cordial relationships. Janitors continue to be a factor in the successful operation of school centers—although the responses indicate that they do not present a major problem in most of the cities which were reporting.

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Responses of School Authorities

Only five responses were received to a letter addressed to the superintendent of schools in each of the 105 communities, requesting his opinion as to (a) the factors that have contributed significantly to successful cooperation with recreation authorities in the use of school buildings; (b) the difficulties that threaten or have threatened such cooperation, and (c) the procedures that have been used in facing and solving difficulties. The replies that were related to these three factors are given here. They indicate the attitude of at least three school officials, although it is impossible to estimate the extent to which these opinions are shared by superintendents of schools in the other one hundred cities.

(a) "The use of school facilities is dependent entirely upon the individual administrator of each school. Unless he is in accord with, and enthusiastic about, the program, there is no chance of having a successful program.

(b) "1. Lack of supervision by the recreation department to protect adequately school property and facilities. 2. School administrators dislike turning keys over to recreation people who are not directly responsible to school authorities. 3. Poor program planning. 4. Inefficient playground directors who serve mainly as "cops," rather than as directors of a planned program.

(c) "1. A new director of recreation has been appointed, and he is endeavoring to solve these problems. 2. The board of education and the city recreation department have entered into a contract specifying that school personnel be hired as recreation directors for school playgrounds when available."

* * * *

(a) "The fact that three fine new auditorium-gymnasium combinations were completed in new buildings and made available for use as of September 1949 proved to be very helpful in meeting our need for indoor activity. Another factor was the elimination of charging the park department for the use of school facilities by the board of education.

(b) "One difficulty, of course, that threatens the success of cooperation in the use of these is that there is always the possibility of property damage, particularly in the new buildings. There are a few times during the year, also, when a janitor must be on hand for opening the building during special periods when he normally would not be there, and payment must be made for this service.

(c) "Representatives of both departments have met occasionally to discuss various problems which have confronted us and we have tried to answer them on a cooperative basis. We are both trying to serve the youth of this community as broadly as possible and feel that we can do this best by mutual assistance."

* * * *

(a) "We feel that the recreation program carried on by the city's recreation officer has a definite place in the activities of all our students after school hours. We have allowed our gymnasiums, classrooms, shops, and equipment to be used with the lowest minimum charge possible to encourage the program. Many of our teachers are employed after school hours and during the summer by the program and have assisted in planning many of the projects.

(b) "The difficulties that arise from the recreation program are the misuse of equipment and building by participants. The program attracts noninterested students and out-of-school people in and around the buildings, causing damage, disturbance, and mischievous activities that would not be tolerated in a regular school program.

(c) "An attempt has been made to bring the recreation officer and building principals together for a better understanding of the problems involved. We have also encouraged more and better supervision to handle the program." (From a business manager)

In Conclusion

The schoolhouse has become widely recognized by school authorities as a building for both school and community use. Increasingly, recreation departments are being given a share in the planning of school facilities that are to be used for recreation by community groups.

In cities with a municipal recreation department, recreation centers in school buildings are commonly conducted by this department rather than by the school officials themselves. This arrangement assures maximum use of the school plant and enables the recreation department to conduct a more diversified program. The findings of this study make it clear that effective cooperation between school and recreation authorities is a powerful factor in assuring the success of a recreation center program in a school building.

Nancy Stamey

FOOTLIGHTS UP!

"It is my conviction that the children's theatre is one of the very, very great inventions of the twentieth century."— Mark Twain

FOLLOWING six weeks of after-school rehearsals, the Children's Theatre of Raleigh has come to that magic moment when the curtains part! The auditorium and balcony of Wiley School are packed to the bursting point with eager, expectant boys and girls and proud papas and mamas.

The director gives the final "pep" talk to the cast before curtain time, and a near-professional group of boys and girls relive an age-old but ever new story, such as "The Sleeping Beauty" or "Rip Van Winkle."

Raleigh is proud—and justly so—of its Children's Theatre, which is now winding up its first year as a tax-supported part of the city's recreation program.

Setting theatre policy is a board of directors on which the following organizations are represented by two members each: Junior League of Raleigh, Junior Woman's Club, Girl Scouts, PTA, city schools, Raleigh Little Theatre, the recreation department and one from the city library. Various committees from these groups handle publicity, ticket sales, costuming, make-up, scenery, and so forth. All combine their efforts toward one ultimate goal—to provide finer plays for children to see and to act.

During the school months, three major productions are given, representing a carefully-planned choice of drama. These plays usually run from one and a half to one and three-quarters of an hour and three performances of each are given. Boys and girls of elementary and high school age do all the acting.

Plays presented last season were "The Sleeping Beauty," a three-act dramatization by Charlotte B. Chorpenning; "Rip Van Winkle," a three-act comedy adapted by Grace Dorcas Ruthenburg; and "The Indian Captive," a three-act historical dramatization by Miss Chorpenning. All of these plays meet the high standards set for children's

Miss Stamey directs the Children's Theatre, Raleigh.

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Rip Van Winkle's sleep, depicted by Raleigh children in three-act comedy, adapted by Grace D. Ruthenburg.

plays by members of the Advisory Board of the Children's Theatre Press, Anchorage, Kentucky.

The city schools permit use of the Wiley School auditorium for all rehearsals and productions. The theatre is open to all Raleigh children, and season tickets sell for one dollar each. These are made available through the schools, and entitle a child to see all three productions and to try out for parts in the plays. Various civic groups sponsor admissions for children who cannot afford to pay. Last season, a total of four hundred children tried out for parts, ninety were cast, and approximately six thousand attended the productions. More than two thousand dollars were taken in at the box office and from the sale of season tickets. All profits go into a trust fund for a Children's Theatre building.

During the school vacation months, a summer theatre for children is conducted at Wiley School. Since the summer attendance is a shifting one, a somewhat elastic drama program is carried on. Creative dramatics, pantomimes, storytelling and story dramatizations, stunts, skits and short plays are developed. Two free public performances are given. The director chooses material during the summer which will contribute most to the development and enjoyment of the players. The first requisite of a summer recreational drama program is that it entertain those taking part. More than one hundred fifty boys and girls registered for summer theatre during 1950.

One of the best evidences of the value of the summer theatre program is the gratifying carry-over into the schoolroom. Teachers inform us that children direct their classmates in the same playlets, dramatizations, stunts and skits which they have learned during the summer. These are given before PTA's, school assemblies, civic clubs and so on.

Although the immediate recreational values are of first importance, the increased, long-time, recreational potential that comes with real appreciation is stressed. Every production beautifully done enriches the lives of all who see it. A good play, excellently done, takes as much cooperation and teamwork to achieve as it does to acquire the skills and play a game of baseball. The theatre for children has become an effective means for providing healthy, creative recreation of the most highly-desirable type.

Public Recreation and Settlements

A report on a joint project in Cleveland, recent scene of the Midcentury National Recreation Congress.

Henry B. Ollendorff

COOPERATION BETWEEN public recreation agencies and privately-financed and sponsored social settlements is nothing unique. It has been a practice in Cleveland and in other cities for many years. However, we feel that our three new Cleveland projects may prove the possibility of a degree of cooperation which is so highly developed that actually, though of course not legally, there has emerged on the neighborhood level not two agencies which cooperate with each other, but one agency under joint sponsorship and with the purpose of providing recreation as well as settlement services.

In the summer of 1948, three Cleveland settlement houses formed the Neighborhood Settlement Association of Cleveland as their joint and central administrative agency. At the same time, the Group Work Council of the Welfare Federation requested that the Neighborhood Settlement Association, should attempt as far and as fast as financially possible, to provide settlement services in three specified areas of the city in greatest need of such services. Our first move toward realization of that charge was to approach the coordinator of recreation of the Joint Recreation Board of the city of Cleveland and the Cleveland Board of Education. In a brief series of sessions, the first plan for a joint approach in the first area was developed.

In this area, which is interracial in character, the Board of Education has sponsored, for several years, a community center at the junior high school, providing one evening for adults and one evening for teen-agers under the direction of untrained, part-time staff. The teen-age night had become the principle meeting time of youngsters of one of the several racial groups only, and the principal received continuous complaints from parents and businessmen about the youngsters' destructive behavior. A few blocks away, one of the settlements participating in the Neighborhood Settlement Association had maintained a small settlement branch with limited program and staff in inadequate and expensive rented quarters.

Under the new plan, the settlement branch was discontinued. The junior high school became the headquarters of the new joint project and the Board of Education provided a small classroom with all utilities as the office for the joint enterprise. Furniture for the office was provided by the Neighborhood Settlement Association, which also staffed it with a clerical worker. Both the Board of Education and the Neighborhood Settlement Association then agreed upon the selection of a well-experienced settlement worker as the joint director of both parts of the project. This director is paid by the Board of Education on a per-session basis, and the Neighborhood Settlement Association guarantees her full salary in conformity with its own professional personnel standards; actually, approximately three-quarters of her annual salary is paid by the Neighborhood Settlement Association, and one-quarter by the Board of Education. The board also supplies and pays the part-time staff directing the recreation program at the junior high school during the two evenings for adults and one evening for teen-agers. The Neighborhood Settlement Association supplies and pays three experienced group workers whose major assignments are the development and

Mr. Henry Ollendorff is executive director of the Neighborhood Settlement Association in Cleveland.

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leadership of social clubs for children, teen-agers and adults. Most of these clubs meet at the members' homes on a rotating plan; others meet at the school, which is available for club meetings, without charge, any time when it is open for community center purposes. All clubs meet at all times under professional or supervised volunteer leadership. For any activities which take place in the junior high school, the Board of Education provides the facilities and the custodial care.

To provide recreational activities and interest groups for children, the Board of Education also provides facilities and custodial care during a total of three afternoons at two elementary schools; the Neighborhood Settlement Association provides the professional staff.

During the summer months, the director is appointed by the Joint Recreation Board as the part-time supervisor of four neighborhood school playgrounds staffed by the board.

The total membership, which is interracial and interreligious on all levels, amounts to approximately one thousand participants, two-thirds of whom are under eighteen. During the season, twenty-five social clubs and nineteen interest groups are active under the Neighborhood Settlement Association's leadership, with a monthly attendance of approximately two thousand. Nine recreational and interest groups, with a monthly attendance of approximately eight hundred, meet under Board of Education leadership.

After this first project was successfully established, similar joint programs were set up in two additional areas of the city. The arrangements are basically the same as in the first area except that, in the second area, the City Division of Recreation pays three-quarters of the salary of the director and the Neighborhood Settlement Association, one-quarter.

What does such a setup mean to the objectives and functions of the public recreation agencies and the settlements? We are convinced that it maintains and strengthens both, and increases and improves the actual services given to the community which sees only the total program and is less confused by separate sponsorships.

The public recreation program is being increased and improved through the quality of the staff. Its connection with the settlement neighborhood program adds to the good relationships of the school with its neighbors. Adults and children come to respect the school as valuable beyond being a center of learning. At the same time, the school authorities remain in ultimate control of their building through the fact that the director is partly their employee—which is an important basis for the use of school buildings for other than school purposes.

The major settlement objectives of being an integrating force in neighborhood relations; of providing positive group experiences for the whole family; and of contributing toward the growth of individuals through such groups and intergroup experiences are not only fully maintained, but strengthened in several important ways. With the major part of the recreation program function of any settlement carried out by the public recreation staff, the settlement staff can then concentrate on other settlement functions. The close relationship with the school increases settlement value as a neighborhood relations factor, and thus strengthens its objectives.

We have heard little doubt expressed about the fact that the people of the community have most certainly profited by this pooling of resources. However, we have been asked whether staff, especially the director, can work effectively in such a setup of dual objectives and dual sponsorship. The answer rests first of all in the fact that the dual objectives are not only not mutually exclusive, but actually complimentary to each other. The answer rests further within the sphere of human relations, the willingness of all people concerned to work together for the common good, and the skill of all of them in applying, tactfully and purposely, their knowledge of human behavior to the variety of human relations involved in the functioning of such a project.

It has further been asked how far this kind of project is generally applicable. The answer depends entirely upon the specific area served, the needs of its people, and the availability of facilities. An antiquated school building might well necessitate the construction of a special settlement or public recreation building. Essential also is a conviction on the part of public officials and professional workers that better services to the people are more important than personal considerations.

There is no claim made that such arrangements as described are "perfect" or should be the pattern for all communities or agencies. Several problems need further study, including that of identification of the membership with the whole agency or its parts. Certain settlement activities cannot satisfactorily be carried on in school buildings. In a way, the whole project is still in an experimental stage, and is completing only its second year. We feel, however, that we have made progress and that before long we will have the facts with which to substantiate it.

TAKE OFF YOUR AND AND STAY AWHILE!

Mildred Scanlon

ONE OF THE MAIN objectives of a community center director should be to provide such an attractive and comfortable atmosphere that folks will want to come often and stay long.

With this purpose in mind, she sets up a cloakroom—somewhere in the front of the building and perhaps in connection with, or in sight of, the registration desk so that the person in attendance there can, to some extent, act in a supervisory capacity.

The reasons for establishing a cloakroom are so obvious! Rubbers, umbrellas, and outdoor clothing —wet or otherwise—are not only uncomfortable, but unnecessary and a nuisance. Participants themselves recognize this! In buildings where no provisions are made for checking and care, they take matters into their own hands by removing their outer garments and tossing them into any convenient corner. Since the clothes are thrown about so carelessly, they are bound to become wrinkled in the first place. And after several other participants, encumbered in their play by heavy garments, have likewise added to the pile, the wrinkles are multiplied a hundred fold!

To make a bad situation worse, the first one to arrive is usually the first one to leave. When he goes back to the corner—usually at the last minute —he has difficulty in finding his own garments. So he just dives into the pile, burrows around until he finds something that looks like his own, pulls it out, and worries not at all about the condition in which he has left everyone else's things. It's no surprise that he and all the other folks who were at the center that day go home looking like rag bags. (We wonder that the director of that center can sleep nights when—and if—she stops to think of the lost opportunity to teach care of property and respect for the belongings of others; particularly when she contemplates the circumstance she has created for the development of personal habits of great untidiness and carelessness!)

Children are notoriously loath to remove outer wraps. Maybe it's the inertia of the human body— or the difficulty they have in getting back into them, if they are winter garments. Directors know that their suggestions to remove hats, coats and so on are often met with protests: "I can't—I'll lose it!" "I'll forget it." "I've got too many books (or bundles)."

With a cloakroom available, none of these protests will stand up. The garments won't be lost! The books can be checked, too, and if the cloakroom occupies a conspicuous spot somewhere near the entrance, the chances are that no one will forget to claim his possessions on his way out.

In some situations where the group is small, the director accepts no responsibility—simply sets out a long pole, hangs some coat hangers upon it and encourages everyone to use them. In other places where crowds are large, a more complex, but workable, system may be used. Hooks in the cloakroom are numbered, as well as the space above them for hats and packages. Each person is given a number when he checks his things and must present this number in order to claim them. Needless to say, an attendant must always be on duty in such a situation.

Almost every place makes some arrangement for caring for the wraps of its guests. You do in your home. Schools do; restaurants do; skating rinks, dance halls and gymnasiums do. So should community centers!

Won't you write and tell us how *you* manage it?

Mildred Scanlon is a leadership training specialist on the staff of the National Recreation Association.

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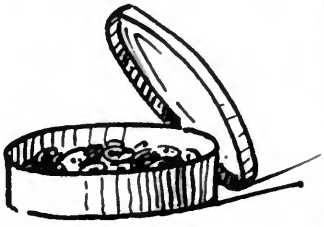
HOW TO DO IT! by Frank A. Staples

The lowly button becomes the sparkling earring.

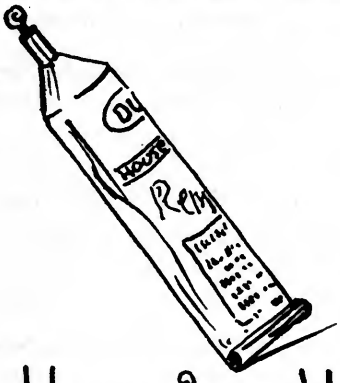
From the button box
to the jewelry tray.



All you need is a small file—

even a good nail file will do.

Plus—
a small tube
of
household cement and earclips from the dime store.



Now! like magic
beautiful earrings
for every occasion.

HERE'S HOW!

1st.-Select two identical buttons (or interesting coins)
2nd-File off hook or
raised area on
the back
3rd.-Place cement on back
4th-Put earclip in place.

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Pet Ideas in Brief

Reported at the Pet Ideas Session—National Recreation Congress, Cleveland, 1950.

Picture Book, Jacksonville, Florida—For people waiting in the office to see someone, there are large picture books showing all the activities of the recreation department.

Broadside Announcements, Jacksonville—Secured permission of local public utility to include in outgoing bills a printed announcement on very thin paper telling exactly what facility and activities are available for the season and where they are. Made social event for group of volunteers who stuffed 57,000 envelopes before public utility enclosed their bills. Thus every person who received a light bill received also this announcement, at no cost to the department.

Coasting Street Barricades, Williamsport, Pennsylvania—Instead of using many red lanterns, which have to be put out and taken in each day, barricades are painted with fluorescent paint, making separate lights unnecessary.

Movable Standard, Newport, Kentucky—Placed pipe of right size and length vertically in center of an old pop bottle case. Filled case with cement. *Pontiac, Michigan,* used a similar scheme, with a rubber tire as the base.

Carnival of Song, Milwaukee, Wisconsin—The city of Milwaukee conducts its well-known "Music Under the Stars," where outstanding professional artists appear in concerts. Somewhat along the same lines, the "Carnival of Song" has been developed under the Milwaukee County Recreation Department. The department secures names of all outstanding music students in the area. Through a screening process, the best musicians are selected and many of these are presented in special outdoor programs in the "Carnival of Song" series, which includes dancing and related arts as well as music. This series gives young artists opportunities to appear, and provides much fine cultural recreation for large audiences. No fees are involved. So far this is a summer activity but could be extended to winter.

Dog Events, Pooch Party, Pontiac—This recognizes both pet and owner. For example, awards for the best-informed owner; awards for the best-groomed dog. *Dog Obedience Class, Jacksonville*—Special diploma to trainers.

Playground History, Hamilton, Ohio—Each director writes history of playground for the year. These are filed and used by directors in later years.

Balloon Derby, St. Joseph, Missouri—Card with child's name and address is attached to each balloon. Competition and awards are based on distance traveled. Finder of balloon and card returns card to department.

Rifle Range, Bristol, New Hampshire—To construct a needed indoor rifle range, it was necessary to do some excavating. Instead of hiring it done, a "Ten-Bucket-a-Week Club" was formed. Members of this club received privileges of rifle range but, in return, pledged themselves to carry ten buckets of sand out of the excavation each week until the work was completed.

Ski School, Syracuse, New York—Syracuse operates a free city ski school. (See November 1950 RECREATION.)

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A paper presented at a MICH-O-WVA Recreation Conference in Battle Creek, Michigan.

"Without a Song"

Beulah Barnum

A LINE FROM AN old popular song, "Without a song, the world would be all wrong," expresses very well how great is the need for music in people's lives. The singing and playing of good music is a rich emotional experience. No other activity has the power of music in the expressing of feelings and in making for group spirit. There is a place for it in community recreation!

One of the great advantages of singing is that it requires no special planning or equipment. The major essentials are time and the right spirit.

One of the simplest forms of music is group singing, informal, and just for the fun of it. Singing around a piano or before a blazing fireplace; joining in on fun songs at the table, at parties and assemblies, on bus rides and hikes or around the campfire; singing quiet melodies before "lights out"—these are just a few of the times for informal group singing. Too many people do not sing because, *in their opinion,* they do not sing well. How impoverished the race would be if mothers had not sung their lullabies, or men and women their folk songs because they did not have trained voices. So everyone should learn the tune, sing it pleasantly, simply and naturally, but with spirit, and then interest in music cannot help but "catch on."

In some cases, trained leadership is necessary; although one who understands how to get people to sing correctly, and yet retain fun and fellowship, is a real asset. The group wants to sing instead of being educated or entertained by the leader. Community singing that is well-planned over a period should develop into a community chorus.

Song fests, in which various groups participate, may be handled in the following ways:

1. Select three songs before the fest. Have each group sing these songs and have judges decide upon the winner.
2. Allow each group the choice of presenting three songs of their own selection and judge them on this selection as well as on performance.
3. Combine the above methods.

As a feature of the song fest, all groups may sing a few selections together.

Community choirs and glee clubs may be formed for those who want to sing regularly. Bands and orchestras have a place in the music program—when finances warrant. Rhythm bands are popular with smaller children, and the new melody bands, which are between the rhythm and regular bands, are found in many communities. Children in melody bands play miniature instruments having true tone quality, and they may form pre-band groups or combine with other band or orchestra groups.

Kitchen bands are fun for musical stunts and are concocted entirely from materials at hand. Satisfactory homemade instruments can furnish really enjoyable music, and the activity provides a fine creative experience, both in making something with the hands and in making music with the finished instruments. Shepherd pipes and drums are among the easiest to make.

Music appreciation can be fostered through listening to music, participating in music memory contests and making scrapbooks. The legends upon which some of the musical masterpieces are based, the stories behind holiday and folk songs and the lives of composers make fascinating telling, and are of infinite value in teaching the appreciation

Mrs. Beulah Barnum is, at present, the assistant superintendent of recreation for Jackson, Michigan.

of music. (*Storytelling groups take note.*—Ed.) Some high quality musical programs on the radio can also provide an opportunity for developing this appreciation.

The recreation department may be helpful by: (1) conducting recreation music activities for children; supplementing music instruction in the schools and integrating it with life outside of the school; (2) organizing and furnishing leadership for groups of young people and adults, thus making it possible for them to participate in various forms of music activity; (3) affording opportunities for people to listen to and enjoy music provided by others; (4) cooperating with other community agencies in organizing and conducting community-wide activities, such as festivals and caroling projects, and coordinating or bringing existing music groups together; (5) serving individuals and community groups, through training institutes, certain kinds of music instruction, and providing music leaders; (6) providing community music groups with auditoriums, concert halls and clubrooms to be used for concerts, rehearsals, meetings and other activities (if the department has these facilities available).

In brief, the recreation department should be helping people to find opportunities to make and enjoy good music. It should be cooperating with all agencies working toward this end and promoting music activities on all fronts, often coordinating music with other activities in its program.

Recreation News

New Education-Recreation Division

The Education - Recreation Council and the Youth Division of the National Social Welfare Assembly have been consolidated to form the Education-Recreation Division of the assembly.

All present national agencies are eligible, and the division will consist of one lay and one professional staff member from each of the member agencies. Also, a citizens' group at large, not to exceed one-third of the agencies' representatives, will help to make up this new division. This action is a result of a study conducted by a joint committee of the Youth Division and the Education-Recreation Council. Its recommendations were accepted by the executive committee of the assembly, and immediate action was taken. The officers of the new division are expected to take over some time during January, 1951.

Play Space in New Neighborhoods

The *Newark News,* Newark, New Jersey, and the National Recreation Association cooperated in presenting a two-session forum on November sixteenth in the *News'* auditorium—on "Play Space in New Neighborhoods."

The present nationwide interest in housing is unprecedented. Present building practice offers a hope that open lawn areas will be provided in new housing projects. Yet there has been slim evidence, to date, that the new neighborhoods being created are to have adequate open space suitable for, and permanently dedicated to, permanent use. (See Prendergast *Newsletter,* September 25, 1950.)

Extracurricular Activities

Though busy with the expansion program of the National Recreation Association, Joseph Prendergast has found time recently to attend the Georgia Recreation Society Conference on October 18, where he served as principle speaker; to attend the Eighth Annual Governor's Recreation Conference in Vermont, on October 23, where he gave the main address at the conference banquet; and to attend the Midcentury Recreation Conference of the North and South Carolina Recreation Societies, November 8 and 9, where he also gave several talks. In addition, an article has been prepared by him on "Recreation and Labor," to appear in a future issue of *The American Federationist,* and one on "The Educational Aspects of the Recreation Program" to appear in *Public Health Nursing.*

Book Adopted by Colleges

One hundred sixty-seven colleges and universities have adopted George Butler's *Introduction to Community Recreation,* according to a report from McGraw-Hill — the book company which published it for the National Recreation Association. It is now in its second printing.

Leisure-Time Focus

The American Psychiatric Association, through its Committee on Leisure Time, is focusing attention upon the leisure-time life of children and adolescents during after-school hours, and specifically upon the training of group agency personnel and others outside the home whom children regularly meet.

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"The elderly person with a hobby is almost always an alert, interesting person."—**Dr. William C. Menninger**

HOBBIES

AN ENTOMOLOGIST—*after Seventy Years*

W. Harvey-Jellie, D. Lit.

FOR MORE THAN seventy years I have been an ardent entomologist, and I am convinced that an insight into the world of the butterfly and the moth may be an inspiration and a relaxation of infinite value for the tired student or the harassed merchant. Without it life would be narrower and harder, missing that touch with nature which is the saving line of escape from the overwhelming secularism of our age. It became for me a life-long passion.

My initiation into the ranks of entomologists occurred in my early teens. It was in the city of Bristol, where a score or more of grammar school boys were always talking about the latest additions to their "collections." Very soon I joined them in scouring the Clifton Downs and climbing the steep sides of the gulley by the Avon in search of the swift-winged Greylings, Heaths and Skippers, net in hand and eyes open for every butterfly new to our limited list. It was not long before I became familiar with the entire sixty-seven species of English butterflies through my Coleman's "Butterflies," with rare visits to the store of Mr. Mann, the naturalist.

But I suppose it was our removal to Canterbury that really made me an enthusiast, with the long rambles through the thick oak woods to Whitstable and trips to the chalk cliffs of Dover. Another change, and the life at a large boys' college in Southampton gave the opportunity to range the glades of the New Forest at Brokenhurst, finding the White Admiral and the Wood White. Fortunately our headmaster, Colonel Lees, was a patron of nature study who did much to stimulate my zeal for my hobby when he presented a prize for my poor little story of butterfly life as the first essay of a fourth form boy to appear in the college magazine. With his kindly encouragement, we would use our boat-pass to the Isle of Wight and roam the lanes, finding many a treasured specimen. Even more instructive was the insight which our old schoolmaster gave us into plant life, where eggs were laid and caterpillars reared with the mysterious instinct which led each species to select the one and only herb upon which its grub would feed.

What a thrill of excitement was added to later days during many a trip to the European continent! To find Daplidicae on the Venetian Lido, before it was subjected to the desecration of tourism; to tramp over the Simplon Pass in Switzerland and net the swift-winged Apollo; and to go to the heights of the Pyrenees to capture rare species which haunt the majestic Cirque de Gavarnie! Never traveling without net, bottle and box, I have wandered afar, finding an escape from arduous academic studies on the heath by day, or by "sugaring" for the moth in the warmth of summer nights.

Somehow, devotion to entomology seems to involve one in a kind of "wanderlust." Thus I have been intrigued by the gaudy butterflies of North Carolina, by those of the Pacific Coast and of the Rockies. Often I have found additional fascination in perusing Kirby's masterpiece on butterflies and moths, or in pondering over specimens brought back from distant Singapore by a British colonel who would hire Chinese coolies to net specimens new to science from the top of forest trees.

Looking back after all these years, with the haunting memories of these hours of relaxation, a great pity lays hold of me for the city boy and the office slave who merely turn a listening ear to the loud call of the radio; who devote their spare hours to the fascination of Hollywood. To them the butterfly is merely a "bug" for the reckless youngster to fling his cap at or to capture that he may torture it by plucking out its wings. Yet, thousands in our public schools might be taught or initiated into some branch of nature study which would be an inspiration for them during the years of responsibility which lie ahead.

At the end of the years, I find myself, even in cold Quebec, still enjoying my life-long interest, comforted by memories of beautiful forest, glen and mountainside.

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Business Manager: Rose J. Schwartz, 315 Fourth Avenue, New York 10, N. Y.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

National Recreation Association, Inc., 315 Fourth Avenue, New York 10, N. Y.

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5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

R. J. SCHWARTZ,
Business Manager

Sworn to and subscribed before me this 20th day of November, 1950.

MIRIAM S. C. DOCHTERMANN,
Notary Public, State of New York No. 30-6043400

Qualified in Nassau County. Certificate filed with New York County Clerk and Register. My commission expires March 30, 1952.

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Recreation Suggestion Box

A Santa Claus Parade

A small Canadian town of four thousand—Arnprior—has staged a parade featuring Santa for the last three years—so why can't you? It is sponsored by the local Lions Club, publicized by the local newspaper, *The Arnprior Chronicle,* and wholeheartedly endorsed by the citizens. The Lions Club arranges for a citizens' band to lead the parade; and committees get together with industries and merchants regarding floats. Prizes are offered for the best ones. Practical results can be seen later, in the stores.

If your community plans such a parade in the future, the following advice is offered by the Lions committee: 1. As a great deal of thought and work go into the planning and decoration of these floats, they should be kept on the streets as long as possible. 2. Routing of the parade should be so arranged that the kiddies, eager as they are, will not have to stand out in the cold for too long a time.

From Santa's Headquarters

In Decatur, Illinois, last year, the recreation department sent one of the following letters to each child who had written to Santa at the Christmas Village in Central Park. Over one thousand letters had been received.

SANTA CLAUS HEADQUARTERS

"Dear ————

"Thank you for writing me such a nice letter, and 'Mother Goose' liked it, too.

"We hope that you will come visit us soon so that we can talk more about what you want for Christmas.

"Lots of fun and excitement at my 'house' this year and I'll be looking for you.

"Santa Claus"

Objectives of Santa Claus School

The Recreation and Promotion Service, Incorporated, of Wilmington, Delaware, lists as the objectives of its Santa Claus School:

1. To teach people desiring to be Santa Clauses the proper techniques.

2. To develop more natural and realistic Santas.

3. To give people background information concerning the history of Christmas.

4. To provide an opportunity for those who have played Santa Claus to exchange and discuss ideas on how to be better Santa Clauses.

The school offers information and training on the background of Santa—the legend; his appearance; costume—and how it should be worn; makeup; necessary "props" for the part; plans for Santa's visit; and suggestions for community Santa Claus projects. A leaflet is published, describing the course in further detail. Write to George Sargisson, Recreation and Promotion Service, 101 West Fourteenth Street, Wilmington, Delaware.

This Matter of Awards

The Milwaukee Recreation Department is making an effort to get away from the practice of giving "awards." At the end of a season of team play, it, instead, presents each member with an eight-by-ten photograph of the team. To those local organizations and businesses which want to present awards, in their own name, the department says: "If you have money that you want to spend on youngsters, give them *a feed*—something that everyone can enjoy."

Floor Protection

To protect the hardwood floor in the St. Joseph, Missouri, auditorium for its primary use—basketball games—the manager has it covered with four-by-twelve-foot panels of Masonite quarter-inch tempered hardboard whenever there are such special events as boxing, wrestling and trade expositions. The dense, exceptionally tough panels are wear and water-resistant. When the floor is needed for a basketball game, the hardboards are simply picked up and moved into storage.

Junior Choirs

Published material which may be helpful to anyone contemplating the organization of a junior choir (look these up in your library) include:

On Organizing and Management of a Volunteer Choir, article by Alfred Walther in *Etude* magazine on music, December, 1938. Address of maga-

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zine: 1712 Chestnut Street, Philadelphia, Pennsylvania.

Constitution and By-Laws for a Chorus or Choir. Etude magazine, August 1930.

Short Cuts to Choir Success, by Harold Sheldon Byer. *Educational Music* magazine (Supervisor Service Bulletin), September-October 1934. Address: Educational Music Bureau, 30 East Adams Street, Chicago 3, Illinois.

City Ski Slope

Situated entirely within city limits, Watertown, New York's new ski slope and ski tow—run by electric motor—are easily accessible to community residents. They are operated by the recreation department, under the leadership of Superintendent John Patterson, as one of the highlights of the winter recreation program.

The ski facility is situated on the northeasterly slope of Thompson Park, which has about 250 acres of land. The ski run is about 1,000 feet in length. Its tow is approximately 600 feet long, serving the steepest portion which is on a twenty-five per cent grade over the 600-foot distance.

A metal building, located at the crest of the hill, houses the tow apparatus and furnishes warming facilities for those who enjoy the sport.

Michigan's Toboggan Run

Midland, Michigan, after operating a toboggan slide built according to the suggestions in George Butler's *Recreation Areas—Their Design and Equipment,* modified its slide with highly satisfactory results. Built of two-by-eight-inch planks for two-thirds the length of the run, and of two-by-six-inch planks for the other third, the slide is like a railroad track with vertical sides. The planks are placed nineteen inches apart and re-enforced every eight feet at the joints, with a four-by-four-inch board, three feet long, embedded in the ground. The full width of the planks is therefore available for the sides of the slide.

Midland also did some experimenting with its starting racks. The first year, a tilting rack was used, but because of too many possibilities for injuries and the need for constant repair, two eight-foot sections of second-hand steel conveyors were substituted for each tilting rack. These are proving ideal—particularly since only a slight push or pull by one of the riders is required to start the toboggan.

An area has been cleared next to the return toboggan slide for a ski hill, and future plans call for further improvement of this area as well as the addition of a ski tow.

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Recreation and Library Job Opportunities with the Army Overseas

The Overseas Affairs Branch of the Department of the Army is in need of trained personnel for employment in Germany and Far East areas (Japan, Guam and Okinawa) as recreation directors and librarians in the Army Service Clubs. There are over two hundred immediate openings.

Applicants for the position of recreation director should be female, between twenty-four and thirty-five years of age, college graduates, with a practical knowledge of arts and crafts, music, dramatics, and adult recreation. The starting base salary is $2,875 per annum for duty in Japan or Germany, where the employment agreement is for two years, or plus a twenty-five per cent overseas differential for duty in Guam or Okinawa, where the employment agreement is for one year. Transportation overseas and housing are provided without charge by the Army, with the cost of meals averaging from thirty-five to sixty-five dollars per month, depnding upon the location of assignment.

In addition to the above, there is a need for professional librarians, between the ages of twenty-one and forty, who are graduates of recognized library schools, and for subprofessional librarians for similar localities, the salary range being $2,875 to $3,100 per annum.

Other Openings

Young women with actual experience either in the field of adult recreation or librarianship may quality for some of the higher-grade openings. There are also a number of openings for experienced manual arts consultants, music entertainment directors and theatrical technicians, starting at $3,825 per annum.

The mission of the Service Club is to provide for enlisted men and women, their dependents and friends, a friendly, homelike atmosphere in the military community where they may participate during off-duty hours in an organized program of recreation planned and supervised by professional recreation personnel.

For further information, see NRA *Playground and Recreation Bulletin Service,* September 1950, or write to Miss Teresa MacMillan, Special Services Representative, Overseas Affairs Branch, Civilian Personnel Division, Office, Secretary of the Army, Washington, D. C.

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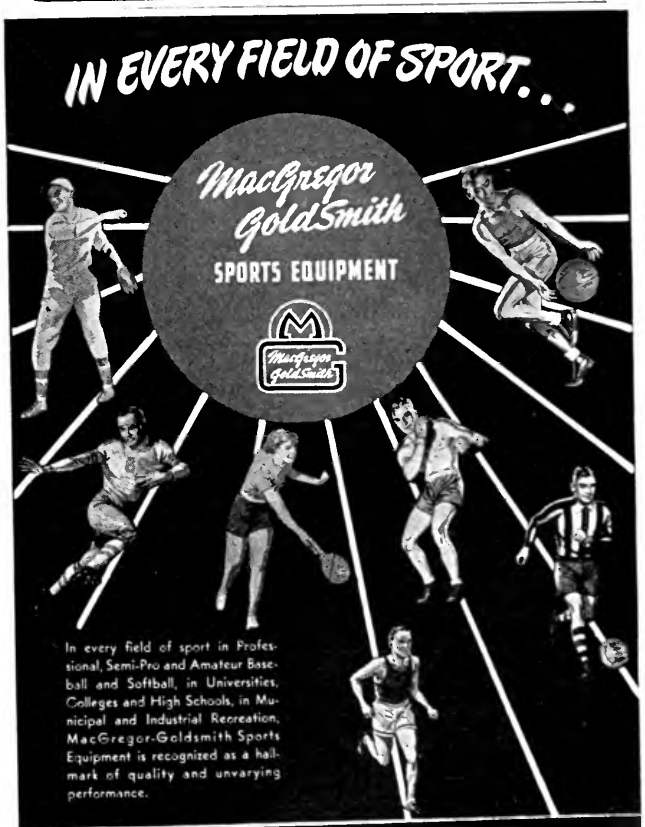
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In the Field . . . HAROLD W. LATHROP

IN THE expansion of National Recreation Association field services and the realigning of staff responsibilities in the various districts, one of the able people recently to move on to the list of district representatives is Harold W. Lathrop—well-known for his field work for the association at the state level. His new appointment as "DR" for Colorado, North Dakota, South Dakota and Wyoming came as a pleasant surprise to these states.

Harold is an informal, friendly soul, with a breezy western manner. In talking with him, it seems natural to be calling him Harold within a matter of minutes. If you don't, he'll suggest it. Also one realizes at once that here is an alert person not only devoted to his job, but interested in many things. He has a way of unexpectedly coming out with information on amazing subjects.

His easy and comfortable way with people and success with state work are explained by his feeling that folks are just folks, be they governors, state recreation chairmen or janitors. On this basis he enjoys everyone; and this continues to be one of his strengths in his present job. As a matter of fact, he enjoys his job hugely; and he is the sort of person who gets things done.

From his earliest years, he has been interested in *building* and, as a boy, wanted to be a civil engineer. As he grew up in Minneapolis, he watched the building of the city park system. When the first World War broke out, although he hadn't finished school, he joined the navy—thus interrupting all other plans. This was only temporary, however, for upon his return even a rheumatic disability did not prevent him from registering immediately at Dunwoody Institute for the study of engineering. After his course was completed in 1924, he immediately obtained employment with the Minneapolis Board of Park Commissioners.

For seven years thereafter, Harold worked and studied, taking many supplementary engineering courses as he needed them. Upon passing an examination for registered professional civil engineers, he became assistant engineer for the park department. Says he: "From 1927 to 1934 I was planning parks and playgrounds for Minneapolis under the tutorship of Theodore Wirth. This was excellent training and I wouldn't exchange it for a doctorate from any college." (For a story on Theodore Wirth, see RECREATION, March 1949, page 561.—Ed.)

In 1934 he was drafted by the governor to serve as the first director of Minnesota state parks and to write the legislation which would set up a separate state agency to develop and administer them

(*Continued on page* 404)

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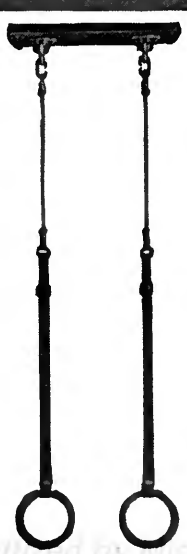

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In the Field—

(*Continued from page* 402)

and make the job permanent. He held that position until September 1946, when he resigned to join the staff of the National Recreation Association.

Harold Lathrop takes it as inevitable that through the years of his park service there should occur a gradual broadening of his interests and concerns to include the recreation field. "Through continuous study of park needs in Minneapolis, and of needs in state government," he explains, "I developed a keener appreciation of how broad this thing is and of how many agencies fit into the picture. In state work I obtained a better insight into what opportunities exist in state government to develop a better use of leisure time."

While he was president of the National Conference on State Parks from 1942 to 1946, he had further opportunity for the study of state park programs and the possibilities which they afford for meeting the recreation needs of people. This opportunity, however, will continue indefinitely, for he has become a life director of the conference. And, during those years, his background of experience was shaping up well for his eventual work for the NRA.

When he came to the association, he brought with him a knowledge of state governments; was well-versed in the over-all programs of all departments in the state of Minnesota; and was secure in the feeling that he had something to contribute to recreation. Accustomed to talking with directors of various departments, he could now put himself in the place of these administrators and appreciate what problems they had to meet in order to sell a recreation program to citizens. "I've always enjoyed talking over people's park and recreation problems," says he. This experience, of course, will also be invaluable to him in his new job.

In his state work, he endeavored to get local recreation departments to use state facilities for some of their outdoor programs when they did not have such facilities of their own—a practice, by the way, which continues to be followed. It was then that he began to understand the elements involved in a broad program.

The NRA state job was a challenge to show to others the potentialities of state services in the field of recreation. As he watched the growth of recreation in the eighteen western states, where he represented the association, and saw how they fitted into the whole recreation pattern either nationally or individually, he found seeing the results of his own work gratifying, indeed.

His state work involved the ferreting out of present activities of state departments and the analyzing of possibilities for an over-all program. He pointed up where more might be done with their present resources, for some expansion, and with conservation, state parks, forests, education and highway departments, library commissions, natural history and historical museums or societies, state publicity bureaus, state planning boards or allied commissions. As a "DR" he will continue this work, and his experience will still be available for special state projects.

Harold makes his home in Wheat Ridge, Colorado, a suburb of Denver, which he says is a good central location for his headquarters. He has a grown son and daughter in Minnesota and is a proud grandfather; but he also has acquired a new family through a second marriage—three girls, ages twenty, nineteen, and seventeen respectively, and a nine-year-old boy. He is very proud of them. His wife, Bea, is interested in his work, travels with him whenever she can, and acts as his secretary. Their home, or "ranch" as they call it, buzzes with activity. Being an engineer, his own leisure-time activities include doing things with his hands —crafts, woodwork, making furniture for the house or working around the ranch. He gets great entertainment from taking time out to aid Bea with her Cub Scouts "den," but his "big challenge" comes from helping his nine-year-old son to develop interests of his own.

However, Harold Lathrop thinks of his job as part of his own recreation, and says gleefully: "I can never get over it. Here I'm spending my time doing what I like to do, and I get paid for it!"

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Magazines and Pamphlets

Beach and Pool, September 1950
Physical Education and Recreation Leadership.
How a City Got Wet, James Kingsley.
Combination Project Affords Advantages of Indoor-Outdoor Pool.
Swimming Pools—Athens Style, Part II, Wayne Shields.
Swimming Pool Purification, Part II, Henry Armbrust.

Nation's Schools, October 1950
Portfolio on Schoolhouse Planning—Secondary Schools.
Why Contests in Music, Speech and Art Should Be Eliminated, Lowell B. Fisher.

Beach and Pool, October 1950
Asphalt Swimming Pools.

Parks and Recreation, October 1950
Outdoor Education Vital Function of Parks, Roberts Mann.
An International Square Dance Festival (Chicago).
Winnetka School-Park Baseball Program, George B. Caskey.
New Patton Pool Opens at Detroit, John Tate.
Girls' Playdays, Minnette B. Spector.
The Maintenance Mart.

Park Maintenance, October 1950
Floor Costs Cut by Efficient Maintenance Plan, H. H. Slawson.
Why State Parks? Kermit McKeever.

Scholastic Coach, October 1950
A Football Field Day, Sterling Geesman.

Journal of the American Association for Health, Physical Education and Recreation, October 1950
Six-Man Football, C. J. O'Connor.
The Park-School As a Functional Facility, Malcolm Kirkpatrick.
Sportsmanship—What Is It? Elmer D. Mitchell.

McCall's Playground Booklet. McCall's, Dayton, Ohio, $.03.

Safety Education, November 1950
Unauthorized Play Spaces.

Camping Magazine, November 1950
Music and Crafts Can Go Hand in Hand, Marllys Victor.
Yes—Six-Year-Olds Can Sail, Alice L. Melcher.
Trends in Camping, Gerald Burns.

Survey, November 1950
The Social Impact of Television, Frank Riley and James A. Peterson.

Journal of the American Association for Health, Physical Education and Recreation, November 1950
The F. S. U. Circus, Jack Haskin.
Oklahoma City Community Workshop Trains Volunteer Workers, Xenia B. Nail.
Bait Casting in Winter and Summer, Clifford L. Netherton.
Athletics for All, Lt. Col. W. Austin Bishop.
Industrial Recreation, Jackson M. Anderson.
Soccer—An Ideal Game for the Small School, Robert H. Iglehart.
Fly Casting in Your Physical Education Program, Milton A. Gabrielson.

American City, November 1950
Company Gives Park to Bridgeville, Pennsylvania.
Recreation Can Help to Make Democracy Secure, Walter L. Stone.
Berkeley Gets New "Bargain" Recreation Center.

California Parent-Teacher, November 1950
Family Fun, William Frederickson, Jr.

Parks and Recreation, November 1950
An International Pastime, Vincent DeP. Farrell.
Maintenance Mart.

Parents' Magazine, December 1950
What Shall We Do About Television? Howard A. Lane.

Books Received

All-Sports Record Book, The, Frank G. Menke. A. S. Barnes and Company, New York. $5.00.

American School and University 1950-51, The. Twenty-second Annual Edition. American School Publishing Corporation, New York. $4.00.

Bugs Bunny's Birthday. Simon and Schuster, New York. $.25.

City or Community, Elizabeth Handasyde. The National Council of Social Service, Incorporated, London. Available through the National Federation of Settlements, Incorporated, New York. $1.25.

Communities for Better Living, James Dahir. Harper and Brothers, New York. $4.00.

Crosswords and Quizzes, edited by Ronny Lewis. Hart Publishing Company, New York. $1.00.

Donald Duck's Adventure, told by Annie North Bedford. Simon and Schuster, New York. $.25.

Family Fun Book. Published by the publishers of *Parents' Magazine,* New York. $1.00.

Field Book of Nature Activities, William Hillcourt. G. P. Putnam's Sons, New York. $3.95.

Field Book of Seashore Life, Roy Waldo Miner. G. P. Putnam's Sons, New York. $6.00.

From Native Roots, Felix Sper. The Caxton Printers, Ltd., Caldwell, Idaho. $4.00.

Halloween Through Twenty Centuries, Ralph and Adelin Linton. Henry Schuman, New York. $2.50.

High Times, Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York. $2.50.

Indians, Indians, Indians, selected by Phyllis R. Fenner. Franklin Watts, Incorporated, New York. $2.50.

Jerry at School, Kathryn and Byron Jackson. Simon and Schuster, New York. $.25.

Leadership of Teen-Age Groups, Dorothy M. Roberts Association Press, New York. $3.00.

Leathercraft Techniques and Designs, John W. Dean. McKnight and McKnight Publishing Company, Bloomington, Illinois. $5.00.

Mickey Mouse's Picnic, Jane Werner. Simon and Schuster, New York. $.25.

Northwest Angling, Enos Bradner. A. S. Barnes and Company, New York. $5.00.

Pets for Peter, Jane Werner. Simon and Schuster, New York. $.25.

Philanthropic Giving, F. Emerson Andrews. Russell Sage Foundation, New York. $3.00.

Planning the Older Years, edited by Wilma Donahue and Clark Tibbitts. University of Michigan Press, Ann Arbor, Michigan. $2.50.

Private Independent Schools, A Directory. James E. Bunting, editor and publisher, Wallingford, Connecticut. $5.00.

Radio Plays for Children, selected and arranged by Katherine Williams Watson. The H. W. Wilson Company, New York. $2.50.

Square Dances of Today and How to Teach and Call Them, Richard Kraus. A. S. Barnes and Company, New York. $3.00.

Tales for Telling, Katherine Williams Watson. The H. W. Wilson Company, New York. $2.75.

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New Publications

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Tales for Telling

Katherine Williams Watson. The H. W. Wilson Company, New York. $2.75.

YOU WILL remember Mrs. Watson, head of the children's department of the Denver Public Library, for her *Radio Plays for Children,* published in 1947 (see November 1947 issue of RECREATION). For some years she conducted a story-telling program over the radio. These stories were published under the title *Once Upon a Time,* the collection proving one of the most popular of the Wilson Company's series of radio publications.

Storytellers, parents, librarians will now welcome *Tales for Telling,* which includes seven stories taken from old volumes of *St. Nicholas.* Among them are such "finds" as Stahl's humorous fairy tale "The Kingdom of the Greedy," and Boyesen's "The Sun's Sisters." In addition to these and a few modern stories, there are unhackneyed selections from old favorites—thirty-three stories in all. These are grouped according to subject and type—Christmas, Easter, fairy and folk tales, farm, Halloween, humor, and so on. The author has timed and adapted all selections so that they will be appropriate for broadcasting.

For the convenience of broadcasters, all but a few are based upon material no longer in copyright, thus eliminating the need for "double permissions." All stories in the volume may be used on non-commercial broadcasts without payment of royalty.

Indians, Indians, Indians

Selected by Phyllis R. Fenner. Franklin Watts, Incorporated, New York. $2.50.

ACCORDING to the jacket of this book, it contains stories of "tepees and tomahawks, wampum belts and war bonnets, peace pipes and papooses." From books and magazines, Miss Fenner has gathered together some of the best of recent Indian stories, resulting in a collection glowing with color and excitement and showing a great sympathy for our native Americans who were here long before the white man ever came. Some of the titles are: "Wilderness Road," Jim Kjelgaard; "Buffalo and Injuns," Carol Ryrie Brink; "Drums in the Fog," Rupert Sargent Holland; "Becky's Christmas Turkey," Constance Lindsay Skinner; "The Attack," Elizabeth Coatsworth.

Following Indian Trails

Pamphlet prepared by the Program Department of the Camp Fire Girls, Incorporated, New York. $.25.

THIS MIMEOGRAPHED leadership pamphlet, prepared by the Program Department of the Camp Fire Girls, gives a brief historical presentation of the part American Indians have played in the history of our country and information about legislation affecting the Indians today; a crafts section, basing selection of activities upon an understanding of the Indian; and a section which is a further exploration of ways in which youngsters can become acquainted with the cultural contribution of the Indians to the United States. Bibliographies are included in each section.

Forced Landing

Prepared by Frankie Culpepper Goerges and Frances Loomis Wallace for the Program Department of the Camp Fire Girls, Incorporated, New York.

HERE IS A PAMPHLET giving a novel, modern Robinson Crusoe suggestion for stimulating greater interest in a knowledge of the out-of-doors and in outdoor craft. Combining nature lore and

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camp crafts, the idea centers around an imaginary plane trip which is to result in a forced landing and consequent survival until rescue. The preparations necessary for such an emergency include some personal equipment and a knowledge of how to recognize, and make use of, natural surroundings. Planned originally as a project for the Camp Fire resident summer camp, *Forced Landing* has been used successfully in day camp and summer-in-town programs too. This offers a great opportunity to use the imagination and have fun!

Leadership of Teen-Age Groups

Dorothy M. Roberts. Association Press, New York. $3.00.

IN HER PREFACE, Mrs. Roberts says: "Teen-agers are *people,* not *problems.* They have problems during the process of growing up. Often they cannot solve these problems alone. They need help and will accept it from understanding adults." She goes on to share, with other adults, ideas for organization, leadership and program planning that have proved acceptable to, and effective with, teen-age groups.

Mrs. Roberts, herself, has been active in volunteer work, as advisor to clubs for boys and girls for over twenty years, and here—without technical language—she helps parents and leaders to see the importance of maintaining a balance between adult authority and youthful freedom. Good adult leadership makes the difference between happy, learning groups and unhappy, defiant, passive or aggressive groups and individuals.

Leathercraft Techniques and Designs

John W. Dean. McKnight and McKnight Publishing Company, Bloomington, Illinois. $5.00.

THIS PARTICULARLY beautiful book, filled with fascinating illustrations and prepared by a widely-known teacher, author and designer, will be a valuable addition to the library of every experienced or would-be leather craftsman. Mr. Dean says in his preface: "The purpose of this book is not to review the many divisions of leathercraft which have been well-covered by other writers but, rather, to add some practical ideas, suggestions and facts to the general fund of information already published on this fascinating hobby and avocation."

The book is filled with helpful hints on design and technique—all instructions being presented clearly and step-by-step. Each procedure has been thoroughly tested by the author and found practical. The information on coloring and dying leather covers the use of acids, oils, water colors and many other special pigments. One full section is given over to tools and equipment; another to processes; and the largest of all to specific projects. A book of fifty full-size plates has also been published as a companion to this volume.

Skeet and Trapshooting

Dick Shaughnessy with Tap Goodenough. A. S. Barnes and Company, New York. $3.00.

WRITTEN by a champion skeet shooter, this is a complete "how-to-do-it" manual. Whether you shoot for points or game, are a beginner or expert, you are bound to find valuable tips in this comprehensive treatment of the subject, with its many illustrative diagrams and photographs showing form and stance. The official rules for this sport are included. An appendix also offers a skeet and trapshooting directory.

Field Book of Nature Activities

William Hillcourt. G. P. Putnam's Sons, New York. $3.95.

THIS HANDY-SIZED nature guide, planned for easy reference, and another addition to Putnam's *Field Books,* offers a collection of ideas for every conceivable nature hobby. It includes instructions for watching wildlife in the fields and for bringing nature into the home, camp, garden or classroom; the making of nature collections, the taking of nature photographs; the making of bottle gardens; and hundreds of suggestions for other specific projects—things to do and make. This is excellent for the tool kit of the recreation leader, camp counselor or teacher.

From the Handcrafters

Modern Felt Handicraft; Metal Modeling Handicraft; Knots and Braids Handicraft.

EACH OF these publications sells for fifty cents and is distributed by The Handcrafters, Waupun, Wisconsin.

Here are three reasonably-priced Handcrafters' manuals which can bring the pleasures of working with simple tools within the grasp of thousands of craft workers, young and old. Each is complete with diagrams, designs and specific projects, such as felt hats, metal flowers, knotted belts—to mention only a few.

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Recreation Leadership Courses

(Sponsored jointly by the National Recreation Association and local recreation departments)

December 1950 and January, February 1951

HELEN DAUNCEY Social Recreation	Vermont December 1-15	Mrs. A. O. Brungardt, Vermont Director of Recreation, State Capitol, Montpelier
	Toledo, Ohio January 8-11	A. G. Morse, Supervisor of Recreation, Department of Welfare, 214 Safety Building
ANNE LIVINGSTON Social Recreation	Thibodaux, Louisiana December 4-8	Al LeBlanc, Jr., Superintendent, Lafourche Parish Recreation Commission, Post Office Box 27
	Greensboro, North Carolina January 8-11	Miss Mabel Smith, Director, Women's and Girls' Activities, Parks and Recreation Department
	Fayetteville, North Carolina January 15-18	*Selwyn Orcutt, Superintendent of Recreation and Parks, Room 212, City Hall
	Winston-Salem, North Carolina January 22-25	Loyd B. Hathaway, Superintendent, Department of Recreation
	Salt Lake County, Utah February 5-8	Paul S. Rose, Superintendent, Salt Lake County Recreation Department, 5177 South State Street, Murray 7
	Oakland, California February 19-22	Robert W. Crawford, Superintendent, Recreation Department, Municipal Auditorium, 21-Twelfth Street
MILDRED SCANLON Social Recreation	Rockford, Alabama January 8-12	C. W. Thompson, Superintendent of Schools, Coosa County
	Monroeville, Alabama January 15-19	H. G. Greer, Superintendent of Schools, Monroe County
	Chatom, Alabama January 22-26	T. B. Pearson, Superintendent of Schools, Washington County
	Camden, Alabama January 29-February 2	W. J. Jones, Superintendent of Schools, Wilcox County
	Opelika, Alabama February 5-9	T. H. Kirby, Superintendent, Opelika City Schools
	Greenville, Mississippi February 12-15	E. M. Ward, Superintendent of Recreation, Park Commission
FRANK STAPLES Arts and Crafts	Greenville, South Carolina January 8-11	Frank Hagan, Greenville Community Council
	Montgomery, Alabama January 15-25	T. A. Belser, Superintendent of Recreation, Room 108, City Hall
	Kinston, North Carolina February 12-22	*W. L. Fay, Superintendent of Recreation
GRACE WALKER Creative Recreation	Pensacola, Florida December 4-8	Julian Olsen, Superintendent, Recreation Department, City Hall
	New Windsor, Maryland December 26-29	Miss Deane G. Rumburg, Secretary, Recreation Laboratory Committee, 329 Market Street, Salem, Virginia

* North Carolina Recreation Commission is participating in the sponsorship and planning of these training courses.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of courses, registration procedure and the like, communicate with the sponsors of the courses as listed above.

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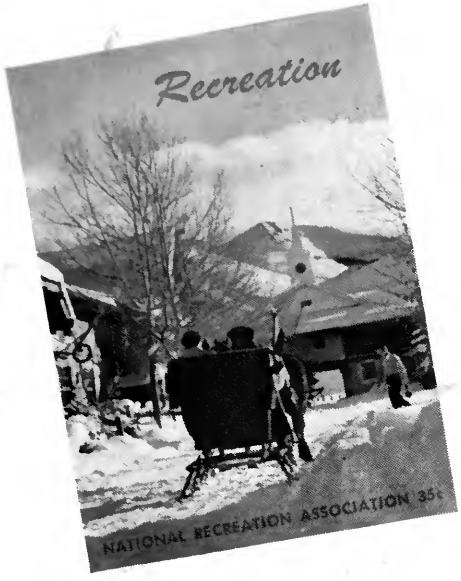
The *New* RECREATION Magazine



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JAN 22 1951

Recreation

February Parties

Here are some suggestions for your February celebrations of such important events as Washington's and Lincoln's birthdays and Valentine's Day. The publications listed may be obtained from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

♥ ♥

Washington and Lincoln Parties

Abraham Lincoln (MP 4)—Games, plays and a listing of plays, music, stories and poems $.35

An All-American Party (MB 1373)—Quiet and active games for patriotic holidays . $.10

Burying the Hatchet (MB 1914)—Games for Washington's Birthday . . . . . $.10

Fame in February—A reprint on a party of famous February folks . . . . . $.15

Freedom Means All of Us Everywhere (MP 361) —Program for a patriotic holiday . . $.15

Fun for February (MB 1959)—Games for a "hearty" and "patriotic" party . . . $.10

Games for a Patriotic Party (MB 1734) . . . . . $.10

Games of Colonial Williamsburg (MB 1291) . . . . . $.10

General Goes Home, The (MP 139)—A playlet for eleven girls . . . . . $.10

How to Celebrate Washington's Birthday (MP 3)—Plays, parties and a long bibliography of material for this celebration . $.35

In the Hearts of His Countrymen—A pageant play on episodes in the life of George Washington . . . . . $.25

Let's Have a Log Cabin Party (MB 1604) . . . . . $.10

Our Patriotic Holidays (MP 308)—Program material, crafts, games and stunts . . . $.25

Plays and Pageants Based on Incidents in American History, Citizenship and Other Patriotic Themes (MP 252) — A bibliography . . . . . $.15

Washington and Lincoln Community Rally (MB 1600)—Program for patriotic rally as given in Boston . . . . . $.10

♥ ♥

St. Valentine's Day Parties

A "Hearty" Valentine Party — Decorations, games, relays, stunts, music, dancing and refreshments . . . . . $.15

St. Valentine's Day (MP 61)—Parties, plays and bibliography . . . . . $.35

A 1999 Valentine Party (MP 145)—A celebration planned to be fashionable with the future generation . . . . . $.10

Valentine Jollity (MB 1603)—Old and new ideas . . . . . $.10

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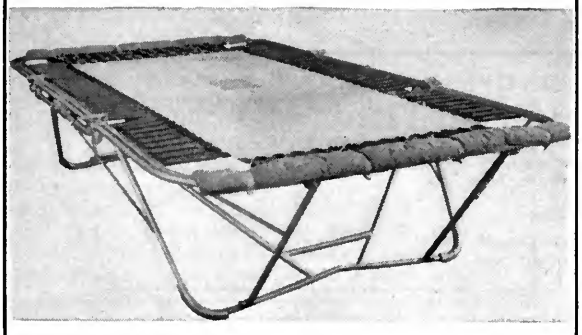

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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JANUARY 1951

Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

Editor, JOSEPH PRENDERGAST
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On the Cover

January is the season marked by the ringing sound of steel on ice, of shouts and laughter on the frosty air as young and old take to the nearest pond or skating rink. Photograph courtesy of the Sun Valley News Bureau, Steve Hannagan Associates, New York.

Next Month

We have been flooded with so many letters regarding the article "Whither 'Western' Square Dance?" in our November issue that the "Recreation Comments" pages in February will carry more of these. (See pages 415-416 in this issue.) February will also start "Recipes for Fun"—a new feature presenting program ideas in such a way that they can be torn out and used as leaves in a recreation leader's notebook. Leaders who are looking ahead to the playground season will be interested in articles on surfacing. Good leadership techniques are illustrated in "Using the Resources of Our Community," and the "Evolution of In-Service Training" explains how one community gradually improved this important personnel procedure.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the *Readers' Guide.* Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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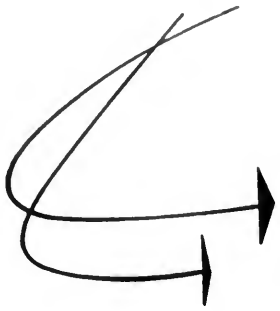


RECREATION magazine looks ahead

RECREATION has been the magazine of the recreation movement since 1907. It has an unbroken record of more than forty-three years of service because it has adapted and adjusted itself to changing conditions and changing times along the way. It first appeared in April 1907 under the title of *The Playground*. This first number carried an emphasis on play leaders and the help which colleges could give in training such leaders. The issue consisted of sixteen pages.

In 1931 the title was changed to RECREATION, which has been continued ever since. Since October 1947 there has been a continuous effort to improve the magazine in all its aspects. We believe that the time has now come for another major readjustment so that RECREATION may continue to grow and to be the finest magazine possible and of the greatest service possible to the recreation movement.

In my April editorial, I stated that "We are reviewing the place which the association should have in the over-all recreation movement. We are testing the necessity and efficiency of our many services. We are seeking new ways to be of service. We are now subjecting our publications, and among them RECREATION, to a careful study."

I also added, "We believe that RECREATION magazine should play an important part in bringing us all together to share experiences, to impart inspiration, to keep us ahead of new developments in the field of recreation. We want the magazine to mean more to you than perhaps it has in the past, to be the kind of magazine that you want to receive, one that will bring you needed inspiration, suggestions to help you do your recreation job."

It seems to us, for instance, that a great deal more attention should be given to the many major problems which every recreation executive must face from day to day—problems of administration, office management, personnel and financing; problems of public interpretations and community relations; problems of procuring, developing and maintaining areas, facilities, buildings and equipment.

We believe that more attention should be given to actual recreation programs and activities so that recreation leaders may be helped in organizing and conducting special activity programs in arts and crafts, sports and athletics, drama, music, nature study and in all the other phases of broad, year-round recreation programs. We believe that activities material should also be included on individual, family and other informal and formal group recreation.

We also believe that the philosophy and history of the recreation movement should not be overlooked, and that the magazine should carry editorials and special articles setting forth the basic values, fundamental principles and the theory of recreation from many points of view.

You will note that the size of the magazine has been slightly increased to bring it to the standard eight-and-one-half-by-eleven-and-one-half-inch size. This will permit us to use either two or three columns on a page, thus giving us more space for articles and pictures and more variety to our page format. The number of pages is being increased and will be increased even more in the future to provide more space for new departments and special features on such subjects as parks and recreation, schools and recreation, social agencies and recreation, hospital recreation, industrial recreation, state and federal recreation, recreation training, professional societies and associations, as well as reports on new products and equipment, a forum for the exchange of practical suggestions and tips on trends in the field of recreation. New regular features will be added—for example, "Personnel" and "What's New" appearing in this issue.

We are also instituting two definite departments at this time, under the headings of "Administration" and "Program." By means of advance planning for the year, we shall attempt to bring you balanced content—information, ideas and answers to your questions and problems—in these two areas of concern. We are hoping that the "Recreation Comments" section (page 415) increasingly will carry your own opinions of specific subjects presented in various issues of the magazine, so that this page may become an exchange of views and experiences—such as might take place in an informal discussion when recreation leaders meet.

Just what the magazine will contain in the future will depend, however, upon what you, the readers, really want. We will always be glad to receive suggestions on how RECREATION can be of greater service to you. We hope to make it the one magazine that no recreation leader can do without; the magazine that will be of the greatest possible help to all recreation workers everywhere; and the magazine that does the best job of interpreting to the public the basic purpose of, and need for, community recreation.

Joseph Prendergast.

The Magazine Grows Up

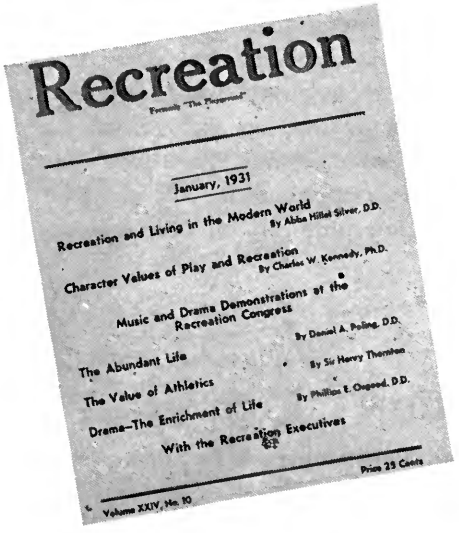
1907-1951

First issue appeared in 1907 under title of *The Playground*.

Typical illustration of those early days.

The first issue of the magazine measured five-and-one-fourth inches by eight-and-one-half inches, consisted of sixteen pages, and sold for one dollar per year. The two typical illustrations from those early days, reproduced here, show that community centers offered club rooms for meetings, such as that of the Girl Scout leaders, above, right; and see-saws were favorites on the first playgrounds. Changes in the magazine have been the result of steady growth, according to new needs and concerns during changing times.

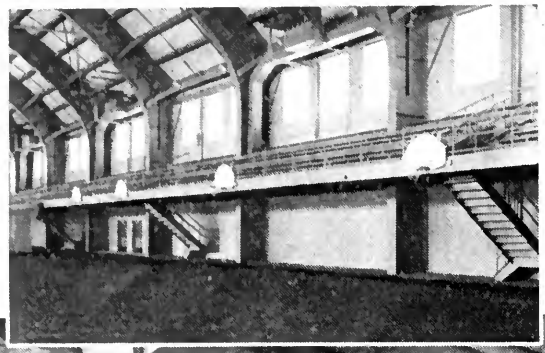
Whole families tried out the new see-saws.


Recreation
Formerly "The Playground"
January, 1931
Recreation and Living in the Modern World
By Abba Hillel Silver, D.D.
Character Values of Play and Recreation
By Charles W. Kennedy, Ph.D.
Music and Drama Demonstrations at the Recreation Congress
The Abundant Life
By Daniel A. Poling, D.D.
The Value of Athletics
By Sir Henry Thornton
Drama—The Enrichment of Life
By Phillips E. Osgood, D.D.
With the Recreation Executives
Price 25 Cents
Volume XXIV, No. 10

Size increased and broader title chosen in 1931.

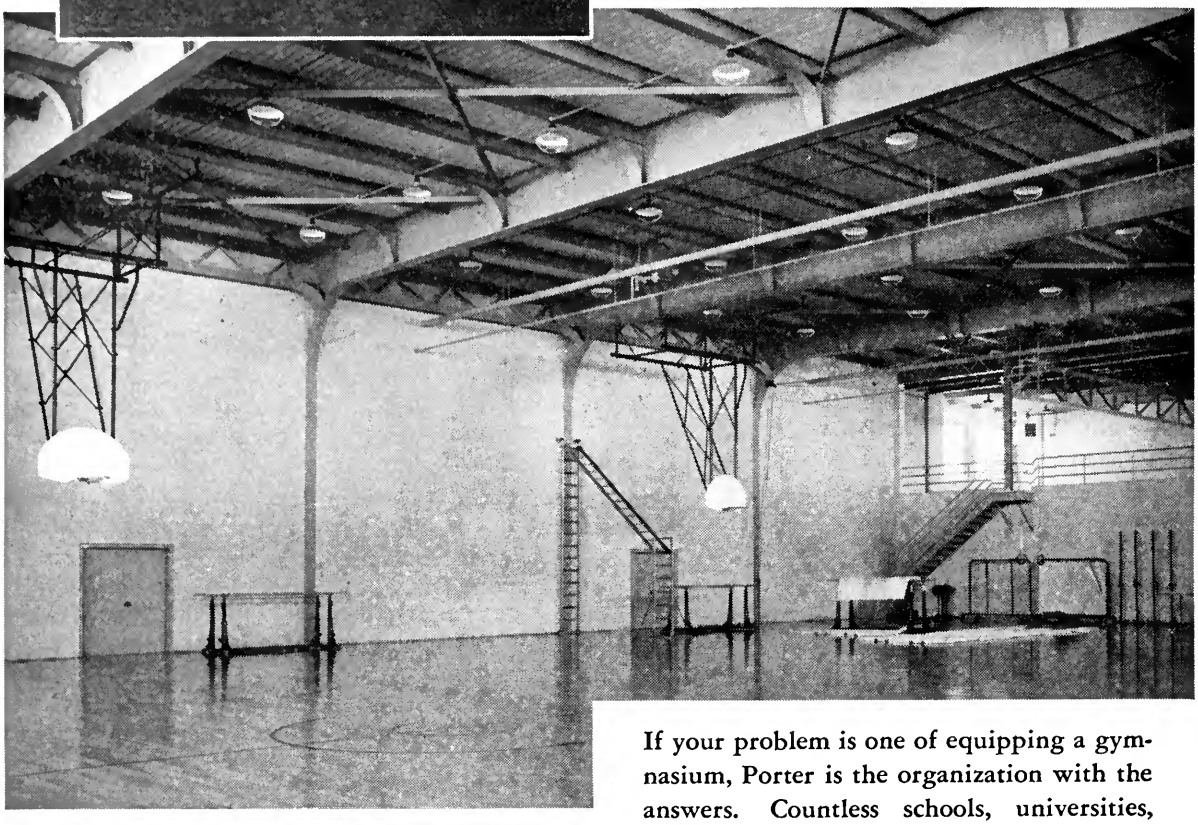
First cover with full photograph appeared in 1948.

BOY'S TOWN, the famous Catholic center for boys in Nebraska, uses Porter basketball backstops throughout its fine new gymnasium. Along the balcony, below, are seen No. 1213 installations for practice use.



BOY'S TOWN BOASTS OF PORTER

at leading gyms from coast-to-coast the choice is Porter



In the main courts No. 226B Suspended-and-Braced backstops are used. They are equipped with Porter all-steel fan-shaped banks. In the background are various pieces of Porter gymnastic apparatus.

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If your problem is one of equipping a gymnasium, Porter is the organization with the answers. Countless schools, universities, clubs and communities for many years have relied on Porter, not only for fine equipment, but for seasoned counsel on how to make proper installations. Write today for current catalog information. We shall be pleased to quote promptly on your requirements.

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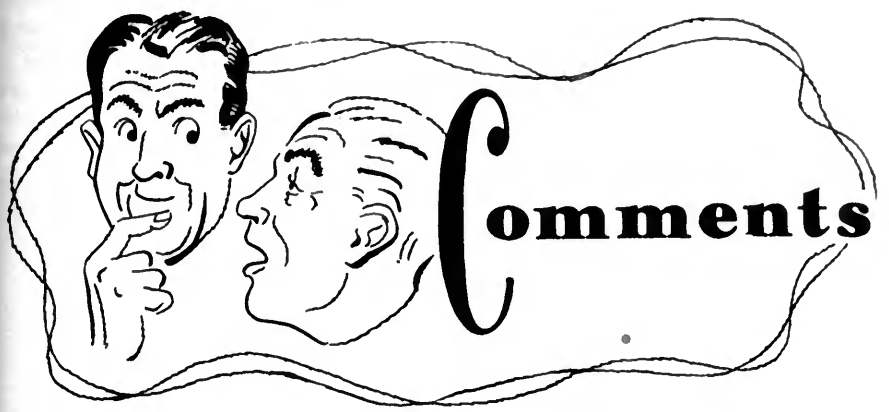

Comments

"Whither 'Western' Square Dance?"

Department of Recreation
Seguin, Texas
Sirs:

In regard to the article, "Whither 'Western' Square Dance?" in the November issue of RECREATION, I would agree heartily with the author.

In this area, at the present time, we are being plagued by this "new dance-itis." The more experienced callers, a very small percentage, seem to realize where this is leading us. However, they are helpless owing to the fact that so many newer, beginning callers feel that they must call an absolutely new figure and try to outwit the dancers in order to become popular. A few of the new dances are reasonably good, but the majority are awkward, basically unsound and definitely not folklore. Texas, for example, has a rich heritage in square dancing, and yet many of the good old-time figures have been virtually unexplored.

I am wondering if any area has had this particular problem and has found a way to combat it successfully. If so, I would be delighted to hear from it, as I can see no solution to controlling the influx of new dances.

GEORGE LOWREY, JR.
Supt. of Recreation

Fairless, Vermont
Sirs:

"The Recreation Leader" says a lot of good things that need to be said; let's hope that others will say more to drive the points home. The westerns have made hardly a dent on the consciousness of Green Mountain folk—a little in the way of hearsay, of course—yet the idea expressed by the author, of keeping square dancing simple, free from complications and within the natural expression of most folks, is a good one to stress in the Maple Sugar Belt. If I were to pick quotations to put into a nutshell I think I'd choose: " . . . It is good neighbor recreation; its main goal is fellowship — cooperative, not competitive."

HERBERT E. WARREN

Freeport, New York
Sirs:

I give thanks that such an article should be published in RECREATION.

Congratulations. It calls a spade a spade with very few exceptions. It gives the thought of so very many whose voices cannot be heard. It strikes at the very root of the "evil" days square dancing has come upon. It is truth unvarnished.

There will be cries of wrath from quite a number who feel that square dancing is THEIRS and THEIRS alone to do with as they please. The extrovert followers of the guilty will also rise to hurl defiance at "that person" who seeks to speak aloud at what their "grrrrrrr-eat" callers have done to create a "NEW" way of life.

I am happy that the writer has joined in the fight against the few taking over. Real dancers and callers will applaud the article and pray that it will be heeded.

Square dancing is the people's dance. Let those who value recreation keep it that way.

ED DURLACHER

Lloyd Shaw Recordings, Inc.
Colorado Springs, Colorado
Sirs:

It surprises me how completely the author assumes that city people are not folks, perhaps not even human. They *are* folks, however, real folks, with perhaps more hunger and more need for the joyous and the good than those smaller groups outside the city who don't have to live the daily strains and distractions of a pavement civilization.

One of the most interesting and encouraging phenomena of the last decade has been the way the city folk have turned to the joy of the American square dance. One of the chief glories of the western dance has been its far-flung urbanization. And from the city, reinvigorated, it is sweeping gloriously back to all the country again.

Your author seems to condemn this, to deplore the fact that the city people should share in this rich American heritage. And he then paints a picture that I simply cannot recognize—of insane people rushing madly through dances that they cannot understand, dressing in absurd and outlandish costumes, kow-towing to the country clubs, eagerly developing social snobbishness, and feverishly living in a state of continual competition.

I have visited hundreds of western dances and I have never seen the hectic insanity your author so unfairly describes. To be sure, folks are folks. And in any group of folks there are bound to be a few fools, a few extremists, whether you are in the city or in the country, in the East or in the West. But they are rare. I have been at country dances so clannish, so suspicious that a stranger felt completely unwanted there. And I have been at other country dances where they made me feel like a king or something very special. I also have met a few unsociable snobs in the city dances, but precious few at that. I have known a few country club groups and have been impressed in every instance by their genuine democracy, not caring that I was a mere school teacher, inviting young people who had neither money nor social position, but who could dance.

Your author's tirade against "gingerbread" and the "rococo" sounds like a leaf stolen from my own notebook. We all strive earnestly to keep things beautiful and simple, and we all have to correct the enthusiast who goes to extremes. But most of us refrain from condemning a whole beautiful movement because we saw one little "silly" whirling too fast for her corner to meet, or because we have seen one New England couple swing until they stag-

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gered on the floor.

I don't know more than one or two western leaders who are not completely opposed to "competition" and who are not trying to keep our dancing free from this deep-seated tendency of all Americans. They want none of it in our program of the dance.

I also talked with an old-time country musician last month. He, too, was distressed that people no longer wanted him to play on his squeaky little concertina. The dear little fellow simply cannot make music good enough for a dance. That is his whole case. They accepted him, he says, when the standards must have been very low indeed. I have talked to hundreds of other country people who have thanked us for giving them back their reinvigorated dance on a plane a little higher and more joyous than that represented by the kindly, but incompetent, concertina player.

I cannot help wondering if your author may not be somewhat in the same position. A little overwhelmed by the glorious and joyous development of this rebirth of the dance, beached perhaps in some small backwash of less appealing dancing, may he be munching at a few sour grapes and contenting himself by damning that which he no longer controls?

If he were completely honest and reasonably brave, he would have signed his name. But he has chosen the questionable cloak of anonymity, which no real man can respect, and has painted a picture which no well-informed man will believe.

To be sure there may have been a few too many new dances lately, but we are correcting that. A few extremists may have shown a sudden burst of speed, but we are calming them down. I am sure that I have had to spank gently more excessive twirlers than has your author. But what a fine dog the pup that chases his tail can grow to be. Let's have a little faith. Any new social movement will be troubled by the overenthusiasm of the young in heart and by the excesses of a few zealots.

But when we look at the whole picture and see the joy that is spreading from coast to coast, we have no room for provincialism and we have no patience with the critic who can't bear to see so many people having such a wonderful and joyous good time together.

Think of the fellowship, the friendly handclasps, the true democracy of a great group of people meeting on the common plane of having healthy fun together! Costuming, yes, because the costumes are so much easier to dance in (and I wish I had time to prove that; it is so easy to prove); they flash a bit of color as a gay relief from the drab costumes of the business day.

I still remember the thrill of seeing over fifteen thousand people dancing to a single voice out at Santa Monica last summer, in what the police department described as the best-behaved crowd it had ever seen. I saw no frantic rats befuddled in a maze. Thirty-eight different callers, thirty-eight different dances, and everyone dancing with ease, confidence and joy in that great mass get-together.

I remember what this western dance has done for individuals I know, for families, groups and communities that I know. This great, simple, restorative, joyous movement has nothing to do with your myopic author and is sweeping on as one of the sanest and most hopeful influences in this hectic and fear-shadowed age.

LLOYD SHAW

Arvida Athletic and
Recreation Association
Arvida, P. Q., Canada
Sirs:

I saw the western type of square dancing in Boston two years ago. It impressed me very much at that time with its exhibition possibilities.

I learned to square dance on the prairies of Saskatchewan in the twenties, but our square dances were comparatively simple and lacked all the flourish that the modern westerns emphasize.

As a hobby, I have been conducting square dances for the past fifteen years. As a result, a great many people who attended these classes have not only learned to dance, but have become expert callers. One of our alumni, Hart M. Devenney, has a Trans-Canada square dance program, broadcasting square dances from Winnipeg each Saturday night. I have just received a letter from him this morning from which I quote in part:

"My wife and I belong to a club in Winnipeg which boasts about a hundred couples. There are perhaps ten or twelve large clubs in this city as well as numerous smaller ones. I trust that you read the article 'Whither "Western" Square Dance?' in the last issue of RECREATION magazine. The writer was partially correct insofar as the United States is concerned, but certainly was away off the beam as to competitions and so forth being prevalent in western Canada. They are frowned upon."

I agree with the writer of your article that to have any recreational value, square dances should not be too complicated.

STANLEY ROUGH, Secretary

Department of Health and
Physical Education
University of Wyoming
Laramie, Wyoming
Sirs:

Is the square dance a folk dance or a character dance of the people of the United States?

Folk dances may be defined as the traditional dances of a country which have grown naturally and spontaneously from the everyday activities and experiences of the people. They are handed down from generation to generation and are more or less fixed in their basic patterns. These basic patterns may vary in sections of the country just as a basic language reveals different colloquialisms, dialects or changes. The significant fact is that there is no conscious effort to introduce changes or variations. They come about through repetition in the handing-down process.

Character dances are *not* traditional in nature. They are created by individuals through fitting characteristic steps and designs to folk and other melodies. If or when they are handed down, they are added to, or altered.

Many square dance enthusiasts—such as Lloyd Shaw, Herb Greggerson, the author of "Whither 'Western' Square Dance?" and others—apparently consider the square dance a folk dance. Such persons have gone to much trouble to discover, record and teach the dances which have been handed down in various localities. If the above definitions are to be accepted, certainly the square dance is a folk dance. If we wish to develop character dances from our folk dances, then we must continue in the performance of fantastic forms and "gingerbread" calls.

Surely the true love, freedom and spontaneity of dancing can be found in square dancing as folk dancing. The United States, with its background of nationalities, has little to pass on in folk dancing which is traditionally American. Let that little be recognized in American culture in its own right!

DOROTHY LOU MACMILLAN, Instructor

Skiing

SIX FABLES . . .
AND THE FACTS . . .

Ira Henry Freeman

NOW ARE WE fallen into the season when four million Americans scan the leaden skies hopefully, hang on the radio's meteorological reports and pray for bad weather. They are the "ski bums," a race of week-end hillbillies with wings on their feet and rocks in their heads.

Ever since the first ski tow appeared in the United States in 1933, the sport has been gradually increasing in popularity, at least among the juvenile and collegiate delinquents. Now, what with continued prosperity, the spreading custom of the winter vacation and the widening appeal of the athletic life generally, the ranks of the slat-happy are multiplying almost as alarmingly as shmoos. If one pollster's guess is as good as another's, the number of skiers in the United States has doubled since prewar days.

Except for contest jumping, skiing is probably the dullest spectator sport in the world. The only way you can enjoy it is to strap on the slithering slats yourself. The kanonen (expert skiers) say that only those who ski ever learn what the fanatics rave about.

The others—merely ninety-seven per cent of the population—get their ideas of skiing mostly from travel folders and the movies. These bear about as much resemblance to the common, week-end skiing that is done in this part of the world as St. Moritz does to Bear Mountain.

It is time that something were done to correct the widespread misconceptions, as well as to guide generations of snowbunnies yet unborn. So here is a helpful sermon on the truth about skiing, presented, as radio announcers say, as a public service.

To dispel the common errors in order of commonness:

The "Freezing" Error

When skiing, you are more likely to suffer from overheating than freezing. Certainly you will not feel the cold nearly so keenly as in New York most of the winter. The reason is mainly long underwear.

In town, a smart girl wears flimsy whimsies and piles on a woolen or fur coat when venturing outdoors. On the ski hill, she puts the blanket next to her body in the form of knitted "long johns" and wears the thin stuff outside as a windbreaker. It makes all the difference as to comfort (and as to glamor, also, unfortunately).

Another reason why you won't freeze while skiing is the climate. In New York, wet gales whistle through dark, slushy streets in winter. But high in the mountains, the sunshine pours down unimpeded, even by clouds, and is reflected back at you from the counterpane of snow everywhere; and the air is as dry as triple sec champagne. That is why you must guard against serious sunburn while skiing the Alps or Sierras, and that is why you can enjoy an after-skiing dip in the outdoor swimming pool at Sun Valley in February. In March, the weather gets so warm.

Digest of "Six Fables About Skiing—and the Facts" reprinted through the courtesy of The New York Times Sunday Magazine.

SOCIABILITY—Homeward bound, skiers envisage hot drinks, dinner and singing.

you can ski in shirt sleeves or in no shirt at all.

Even in the moderate altitudes of the Green or White Mountains, on many a quiet, bright January day, skiers sit right down in the snow to eat lunch, although the temperature stands well below thirty-two degrees. High wind, of course, is always uncomfortable, but there are not too many very windy days.

Lastly, skiing is exercise, as you will find out. If you do get chilled, perhaps from standing around on a dark day, just climb a few hundred feet up the slope—and carry a turkish towel to wipe off the perspiration.

The coldest weather I ever experienced was thirty-two degrees below zero at Old Forge in the Adirondacks one December several years ago, and it was one of the prettiest days imaginable. The new fall of powdered snow was so dry that it squeaked loudly beneath my skis. Under a flawless blue-porcelain sky, the still air was filled with magical frost sparkles. Since the tourist season had not yet begun, I had the thrill of breaking trail alone through a silent forest of Christmas trees. Only when my ungloved hand stiffened within a few seconds, as I adjusted a ski binding, did I realize that the air was frigid enough to freeze a man to death without his knowing it.

The "Mile-a-Minute" Error

There seems to be a widespread misbelief that skiing is always done at jet-propelled speed down inclines just short of vertical. Actually, while a few champion racers may be clocked at sixty miles an hour for a minute or two, virtually all recreational skiing is performed at a leisurely pace.

To illustrate how moderate the pace is: every Wednesday and Sunday on Mount Mansfield in Stowe, Vermont, one of the top resorts in the East, skiers race against time down 4,800-foot Stowe-Standard Course. If a man finishes under two minutes, five seconds, he wins a bronze pin. That is to say, if you average twenty-six miles per hour for less than one mile, you are a hot pistol. Most skiers rarely achieve that celerity in their non-competitive sport.

As to those cliffs that look so nearly straight up and down in the pictures, a ski slope with a grade of more than thirty-five degrees above horizontal classifies an "expert," and not one in twenty among any Sunday ski crowd is an expert. As a rank beginner, you will find a mere five per cent pitch interesting (that is about the maximum grade built into a modern highway); while the usual fifteen per cent grade will pose a most frightening challenge at first.

The proper position for skiing requires "vorlage"—that is, forward lean—and a certain kind of knee bend that is considerable strain on untrained thighs and calves. The steeper the slope, the more vorlage is wanted.

Now, unless you are in the pink, you cannot hold that strained posture more than a few minutes without straightening up to catch your breath and rest your legs. Thus, skiers ordinarily descend the mountain in easy stages of 150 yards or so in five or six linked turns, with a pause of half a minute between each stage. Naturally, if a guy happens to stop next to a cute gal, he dawdles for a little yak-yak. In this sociable way, a drop of a mile or two might take ten or twenty minutes.

A word about ski jumping, that spectacular imitation of an eagle you see in the movies. The word is: forget it! In the first place, jumpers are born, and secondly, they begin training in childhood. In the third place, jumping is always dangerous.

But ordinary recreational skiing is not. About three thousand skiers are reported injured each year, and seventy per cent of the injured skiers are beginners or novices. Moral: go to ski school.

The "It's-a-Cinch" Error

Learning to ski is essentially learning to turn the pesky six to seven-foot boards and to stop. Any fool can ride a pair of wooden runners straight down an open slope from top to bottom without control. Too often, alas, any fool does just that.

It takes a long time to learn to ski really well. How long? Well, one of the oldest, most respected schools in New England can make an expert of the average beginner if he sticks to classes twice a day for one month a year for the full four-year course. That would be three hundred to four hundred hours of instruction.

Now, consider that of the ten or eleven possible week-ends in a normal season the average New York ski couple may be able to escape on four, since family obligations and a hundred

other things interfere. That leaves about forty hours a year actually out on the slopes. At that rate, it would take our average couple ten years to become kanonen.

It is no wonder that most skiers, who after all merely want to have a little clean, outdoor fun, regard life as too short for that stuff. So they decide just to ski, picking up what technique they can by themselves, with the result that you rarely see a stylish expert swinging down the trails in these parts.

The "Peace-and-Solitude" Error

With thousands of square miles of national and state forests blanketed by snow, how can it be that crowds mess up the winter wonderland?

The answer is that all skiers are drawn to a comparatively few chosen spots because they can't walk out just anywhere in the hills and ski. Well, maybe they can; but simply to mount a pair of hickory or aluminum runners and take a hike through the woods is admittedly exercise, not a sport.

To make skiing fun requires development and maintenance of the terrain. Since all skiing in this part of the country is necessarily below treeline, resort owners are busy between seasons bulldozing slopes clear of trees, shrubs and boulders, and cutting, grading and banking trails. During the season, the runs must be kept "brushed out" and packed.

Furthermore, you can do five to ten times more "schussing" per day if you ride up the mountain mechanically than if you climb up by muscle-power. Therefore, resorts are equipped with rope tows, chair lifts, bar lifts and tramways to carry skiers quickly and easily to the summit.

It is also convenient to find at the site a lunchroom, rest rooms, ski school, not to mention a first-aid station and a physician on duty.

Consequently, the resorts that offer wide, smooth, open slopes, served by fast, comfortable lifts, that provide hot food and hot ski instruction, that are within four hours' travel-time of the city, draw the crowds. And what crowds on a bright Sunday!

Throngs on the ski slopes naturally mean long chow lines at the hot-dog counters at noon. The hamlets surrounding ski areas bulge with the hordes that invade them on week-ends demanding food, drink, billeting and entertainment. On holidays, girls will bunk three to a bed; and I have seen youths glad to spread sleeping bags on a living-room floor and pay full rates, too. Landladies have shown me reservations paid for one year in advance.

The "Best-Things-in-Life-Are-Free" Error

Because the woods and snow are free, don't conclude that you are going to ski for nothing. Skiing that is fun requires development of the terrain, remember? Some areas have many hundreds of thousands of dollars invested in them, and customers must pay for that development. Few ski areas charge an admission fee; they make their money from tow tickets and ski instruction, with a little added profit from parking cars and the sale of food.

Don't forget, too, the inescapable cost of transportation, since the nearest worthwhile ski grounds may be one hundred miles, and the closest first-class resorts two hundred miles, north of the city.

Room and board will set the skier back a minimum of five dollars a day this year. Incidentals—such as tips, between-meals food and drink—add up. About thirty dollars for a week-end in southern Vermont per skier would be minimum—excluding the original cost of outfitting one's self.

The "Long Winter" Error

New England may be mantled in white from early December until April, providing fine material for the calendar photographer, but it does not follow that there is fine skiing there all that time. Ski conditions in the northeast United States are notoriously unreliable.

Generally, there is not enough snow. The terrain at some resorts is so rough as to require two or three feet of cover.

But sometimes there is actually too

CHAIR LIFT—is not for laziness. It adds to skiing time; carries participants quickly to summit; makes skiing fun less fatiguing.

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much snow. Only a handful of skiers in this part of the country have the experience to manage their runners in deep, fresh powder. Hence, you will see slopes rutted by traffic to the bare soil, while right alongside is another hill with its virginal snow still untracked. The herd is waiting for the ski patrol to "break out" the new slope by tramping down the thick, fluffy cover with snowshoes and skis.

The weather is so variable that sometimes skiing will be spoiled by rain. Then, as the mercury plunges again, the slopes become one sheet of solid glare-ice, more suitable for ice hockey than skiing. A temporary thaw, common in midwinter, can soften the snow until it is as sticky as molasses.

Reserving rooms in advance involves a weather risk; whereas not reserving rooms risks sleeping in the barn. Conditions can change overnight, so that you may find the resort frozen up or rained out; while an area across the mountain range has four feet of the divine stuff, but no bed for you. Outside of traveling in your own trailer, nothing much can be done about this.

Then what *is* the good of it all? Why not curl up before the radiator and tune in the Philharmonic at home on Sunday afternoons? Well, the day will come when you guess the weather right, when you have learned to christy well enough to attempt Tuckerman's Ravine, say, where there are no crowds. There you will stand above the clouds, in a feathery fairyland, alone or with just one ski pal. You will linger there in that amazing sunshine, gazing at the awful drop ahead of you and kind of wishing you were peacefully dead.

But you can't stand there until spring, so here goes. The snow hisses under your skis, spraying off the tips in little plumes as you run. Wow! Was that speed wax necessary? The cold breeze brings tears to your eyes, and it is incredible that this wild rush is only thirty miles an hour. Here is a good spot to check, but watch that rock! Now the trail bends to the right, so you must christy on the left ski. No, no, you know you should swing on the far side of the bump. Here comes a sharp left, now a right again, quick. Good. Have the courage to lean forward and you'll do all right.

So it goes, down to the outrun and the picturesque lodge at last. Then a hot bath, a hot buttered rum, a good dinner and some singing before the open fire with your fellow boarders.

Who's crazy now? You, or the cream puff who flees to Florida in winter?

A Message from Robert Sherwood

Noted American Dramatist

"Drama has great value as a human resource for the individual," writes Mr. Sherwood. "This can be a moving force for patriotism and good citizenship; and it is highly important to bring *living* drama to the youth of America.

"The work of the National Recreation Association in fostering drama has been important for many years. I feel that this is a basic contribution to our democratic traditions. The association is in a strategic position to bring more drama on a nationwide scale to young people because of its facilities and leadership and its relation and service to the recreation forces of the country.

"The Council of the Living Theatre, dedicated to the furtherance of drama for youth as a preparation for mature living, welcomes heartily the expansion plans of the National Recreation Association and is glad to cooperate in this significant effort. It hopes that all other persons and groups recognize the potent social forces of the living theatre. The two-hundredth anniversary of the American theatre, being celebrated in 1951, is a fitting time to remember that without a living theatre—as opposed to mechanized entertainment—we cannot pretend to have a national culture in America."

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Things You Should Know . .

♦ A DECEMBER REPORT of the President's Water Resources Policy Commission to study the nation's water resources and their uses presents a long-range worksheet of national objectives. One of its stated objectives calls for: "Providing for expanding cultural opportunities, including all phases of recreational development, from wilderness areas to wisely-designed artificial multiple-purpose reservoirs." It is further indicated that the recreational use of water resources is one of the prime elements with which planning bodies should concern themselves. Last spring, upon invitation from the chairman of the commission, the National Recreation Association submitted recommendations as to what the basic policy for the recreational use of the nation's water resources should include, and has been keeping in close touch with the commission since that time.

♦ IT IS ENCOURAGING to know that the National Production Authority is granting exceptions to its Order M-4 restricting new construction for purposes of amusement, recreation or entertainment. Word has been received by the Public Recreation Commission of Cincinnati, Ohio, that such an exception will permit the replacement of the Corryville and airport playgrounds. A letter from W. H. Harrison, administrator of the NPA, states: "Our review of the data as submitted indicates hardship will exist if you are not permitted to proceed with the above projects. . ."

Another communication from the NPA indicates that the construction of an addition to the shelter at the California Day Camp and Nature Preserve is exempt from the provisions of this order since "the structure is incidental to buildings used for instructional purposes."

White Plains, New York, applied to the National Production Authority in November for permission to proceed with the construction of a garage and toolhouse at Recreation Park.

The following extract from the letter of the NPA indicates the basis for granting an exception for this project:

"Based on the information contained in your letter that it is required for the housing of tools and equipment which are used to maintain existing grounds and facilities and that it is not connected with any recreational, amusement or entertainment purposes, commencement of the proposed construction is not prohibited by the provisions of the Order M-4."

♦ AT A DECEMBER MEETING, the executive committee of the National Social Welfare Assembly officially authorized the creation, effective January 1, 1951, of the Education-Recreation Division. This is to replace the Education-Recreation Council and the Youth Division of the assembly. Turning over their concerns and responsibilities to the new division, these two groups presented an effective "last will and testament" in semi-humorous vein, pointing up a spiritual legacy of the fellowship, full freedom of expression and action and the democratic procedures which had marked all their transactions and relationships on cooperative projects when facing a diversity of agency policies and opinions.

♦ A RECREATION CONFERENCE, sponsored jointly by the California Recreation Commission, California Recreation Society and the National Recreation Association, will be held in San Diego in February. Nevada, Utah and Arizona recreation executives have been invited to attend, and Joseph Prendergast, executive director of the NRA, will be present.

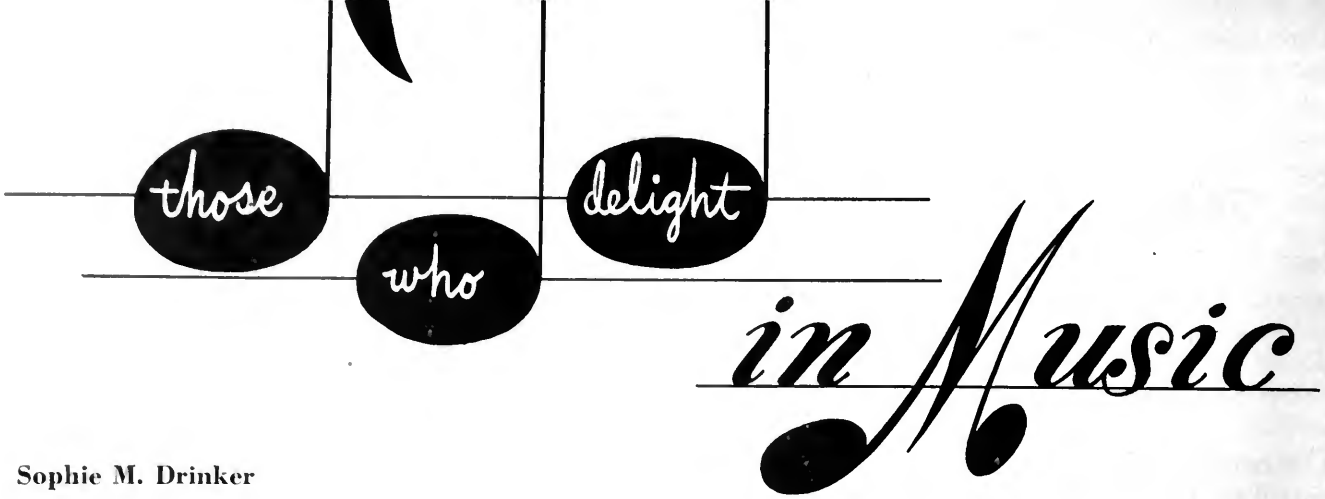
♦ SPECIAL STATEWIDE CONFERENCES are being planned in Florida and Georgia for early in March. These will be sponsored by the National Recreation Association in cooperation with such groups in the respective states as the Advisory Committee on Recreation for Negroes of the Florida Recreation Association and Tampa Recreation Department, the Georgia State Recreation Association and the Atlanta University School of Social Work. The Florida meeting is scheduled for Tampa, March 2 and 3 and the Georgia meeting tentatively is scheduled for Atlanta, March 7 and 8.

♦ RECREATION IN THE NATIONAL EMERGENCY will be the subject of a banquet address to be given by Joseph Prendergast at the Great Lakes Park Training Institute at Pokagon State Park, February 19 to 23.

♦ THE UNITED DEFENSE FUND, INCORPORATED, which represents a federation of national agencies and local community interests for the joint financing of national defense services in the field of health and welfare, was launched November 28, 1950.

Services to receive support from the fund fall into two groups at present. The first group is concerned with services to the armed forces and will be conducted by the American Social Hygiene Association. Associated Services for the Armed Forces (which includes Jewish Welfare Board, National Catholic Community Services and YMCA), National Recreation Association, National Travelers' Aid Association and YWCA.

The second group will provide services to communities congested by the national defense effort. It includes the Child Welfare League of America, National Organization for Public Health Nursing, National Federation of Settlements and Neighborhood Centers, National Urban League, National Catholic Community Service, National Recreation Association and YWCA.



Sophie M. Drinker

A HARD-WORKING professional musician who had come to our house one day to help us amateurs play and sing expressed his understanding with the remark: "I wish I had time to *enjoy* music!"

In our family, we do "enjoy" music. We enjoy it in the same way that we do our food, our flowers, our pictures, our books and all the other amenities of the good life.

"Our family" may be said to have been instituted when I, a music-loving young woman, married a musically-talented young lawyer. From the beginning of our acquaintance, the love of music had been a bond. Almost the first musical enjoyment we had together was listening to Brahms' *Fourth Symphony*. The inevitable rhythm of the slow movement seemed like a march, leading us on to an enduring companionship.

One of my happiest memories is that of singing folk songs to my children. Every evening, after the last bedtime story had been read, the last toy reverently placed, I would sing three songs. And, now my children's children are asking for the same favorites:

> O bring again my heart's content,
> Thou, Spirit sweet of summer time . . .

The lovely, spirit-bearing words and a beautiful sleep-compelling melody are capable of charming both listeners and singer.

Downstairs, in the music room, the pianos have always been open, with music on the racks ready to be played. A violin, viola and a flute lie upon the big oak table; a cello stands in the corner. For what diversion is more absorbing than playing instruments of music? Real amateurs—those who love music—find it the most excellent of sports, especially when the sheer fun of playing and singing is accompanied by a blazing woodfire, a cold beverage and tall tales from good companions. A rare experience befell us when the Trapp Family Singers moved to Merion and lived for four years as our nearest neighbors. In a friendly and generous spirit, they offered to let us add our voices to theirs in the privacy of our music room. Best of all were the evenings when Father Wasner would sing some of the Gregorian plain chant melodies and explain how they had become woven into the marvelous polyphonic motets of the medieval and Renaissance ages. Had it not been for these intimate meetings, we could never have learned to live the music of the church nor to appreciate fully its complex beauty.

Group Equipment

Group singing, indeed, proved to be the most rewarding way to capitalize on musical technique acquired through the years. I discovered that I could participate in much more important music by singing in a chorus than by playing the piano. I discovered, too, the thrill of hearing my own alto part in strength—much greater strength than I could ever have alone—and of holding to it confidently as the other voices mounted and subsided on their own way. The women's chorus that I helped to organize and that sang in our house for fifteen years, as well as our own Sunday evening mixed chorus, has afforded me intense gratification throughout the major part of my adult life.

This mixed chorus is the climax of our amateur musicianship. It began twenty years ago, when we invited a few people to a "singing party." Each year, the party became larger, new singers being suggested by those already initiated. Now the number is pretty steadily fixed at about 120 which, with the small chamber orchestra, constitutes the capacity of the room. Some of these neighbors have been coming practically from the beginning. Some are college boys and girls whose attendance is limited to their college term. A few are transients. Over the years, more than two thousand different musicians have sung with us.

Although "Accademia dei Dilettanti di Musica" is rather a florid title for a group of average American citizens, it is pertinent to every person who comes. In the days when the rich nobles of Italy were the arbiters of fashion in music and the organizers of artistic projects, "accademia" was the word they used for their societies or clubs. There was the Accademia degl' Illustrati, degl' Intrepidi and so forth. So we adopted "academy," in emulation of these illustrious and intrepid amateurs, and added to it "dilettanti"—those who delight. For they had used the word as a designation of worth, not with the modern derogatory connotation of superficiality.

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We are truly those who delight in music. Our object is to enjoy music as a pastime, as one enjoys a good game and, in the game, to grow receptive to music's magic, recuperative power.

At our accademia, each meeting is complete in itself. There is no rehearsal, no preparation for any other occasion, private or public. We have never given a concert, even for invited guests, and we never will. Not that we do not appreciate choral concerts and enjoy hearing them, but we have an entirely different set of values. The signposts we erect indicate an alternate route to musicianship. We are interested not in what we can do to music, but in what music can do to us.

The compositions, which we select with the greatest care for each meeting, are the best of their kind. "Good music," incidentally, by no means excludes light, gay music any more than good literature excludes *Alice in Wonderland*. But if a vote were taken from the singers, Bach would probably lead in popularity, with Brahms close behind. Our practice is to sing the music in hand over as many times as is necessary for the chorus to understand what the composer is trying to say. Our ability to receive many musical impressions is attributed largely to the fact that our singers and players are trained musicians, well-versed in the idiom of different schools of music. They are, above all, quick and accurate readers.

After the second winter of our musical experiment, my husband decided to turn his hand to conducting and to leading the chorus himself. We both realized the advantage in having the host and the conductor one and the same person. He judges what music to sing, when to repeat a difficult passage, when to proceed to something more rewarding. He appreciates the fact that, in our case, too much repetition and drill would be futile effort and also incompatible with our aims. He foregoes the urge to play upon the chorus himself as if it were an instrument—a practice dear to the hearts of all conductors. Many of our singers have expressed their delight in freedom from a conductor's complete domination, in the stimulus to musical responsibility that is thus offered them and in their direct contact with the composer as he manifests himself on the printed page. Time after time, we all have been deeply moved by singing an unfamiliar composition straight through from start to finish without interruption, with only the rhythm maintained and the entrances indicated by the conductor's baton.

Being an excellent musician himself, our conductor knows exactly how he wants the music to sound. Now, if I were to write that our rendition was invariably perfection, I would be indulging in wishful thinking. Enthusiasm—noble word meaning "the god within"—often prevents the diminuendos from being soft and sufficiently controlled; inexperience sometimes causes the volunteer orchestra to falter. But assisted by experts at the two pianos, who play the parts audibly when needed, the voice of the chorus always has a vibrant quality, a spontaneity and a zest that are frequently lacking in an overtrained group.

One Sunday, when we were singing our favorite Bach *Cantata No. 21, Ich hatte viel Bekummerniss*, from the first words, "Lord, my God," to the last "Amen," there was a

When pianos are open, young folks learn to enjoy music too.

feeling of tense excitement, almost like an electric current, in the room. The high, clear tones of the sopranos soared up and up, apparently without effort. The altos attacked and released firmly, endowing their part with their unique strength. The tenors, and there are always plenty of them, had a particularly virile tone quality. The rhythm throbbed steadily in the bass voices, supported by the organ. When the last note resounded, even before it had died away, the singers immediately burst into applause at their own achievement. They clapped and clapped and clapped again, even stamping their feet, and shouted in exultation—so profound was the joy, so deep-lying the satisfaction.

These are precious musical memories.

People often say to us, "Oh, but you are a *musical* family; we could never do what you do!"

Certainly every family would not wish to enjoy music in exactly the same way as we do, nor could everyone have identical tastes. Talents, skills and types of ingenuity differ; circumstances and opportunities for the practical utility of acquired techniques vary. We are not especially talented individuals; no one of us could have been successful as a professional performer. What has made us a so-called "musical" family is our *faith* that singing folk songs and Bach chorales with children will establish their musical tastes for life; *faith* that having beautiful sounds float upstairs at bedtime and sink into their subconscious will bear spiritual fruit; and *conviction* that music is necessary for our own spiritual sustenance and growth. What has made us want to share our enjoyment in music with our friends is that we have need of them. Without their cooperation, we could have no choral music at home.

Another element in our success is the point of view we hold about the relation of the amateur to the professional musician. The professionals are the specialists who come and go, dependent upon the state of social and economic environment created for them by the people. The non-professionals are the main constituents of any community which values music as a contributing factor to the good life. Their roles are many, as many as there are activities connected with any phase of music. As individuals, certainly, they

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may specialize in some chosen precinct of music's vast realm, but as a group, their special function is *not* to limit their interests to any one aspect of music. The essential and indispensable role of the amateur is to broaden the base of musical experience, to experiment, to blaze paths away from the beaten track of custom.

It is obvious that there is today an overemphasis upon the value of exhibition, to the neglect of other outlets for musical enjoyment. We do not learn to play games nor to dance for the purpose of exhibition, but in order to cultivate good sportsmanship and pleasure in movement. Yet from the nursery up through every stage of endeavor, people are imbued with the notion that music *must* have an audience and applause. Education in music is given largely as if the student were going to become a professional performer, although but a comparatively small number are ever expected to be, and a much smaller number become successful performers. Most amateurs spend the major part of their musical time in learning to play and sing for somebody to listen, in helping others to play and sing for listeners and in serving as audiences to professionals.

If we would but realize that this trend leads amateurs toward a negative, passive relation to music and causes them to forfeit a large part of their authority in the development of artistic enterprise, we would surely abandon the idea that the foremost reason for learning to play and sing is to have an audience. We would not limit our interests and capabilities so narrowly, but we would cultivate the idea that music may also be used as a game; an enjoyment that, incidentally, has magic, spirit-bearing power.

To this end, we should make the language of music more familiar to children. We should teach them the rudiments of the language rather than a by-product of it by learning to sing a song or play a piece without having first acquired a sound musical background. These rudiments are: an accurate sense of rhythm and pitch, pleasure in beauty of tone; the ability to read at sight, to write from dictation and to harmonize a simple melody. From such a foundation, a talented person may proceed to the professional level, if that be the level desired, or may take the way of the amateur with its limitless possibilities for individual expression.

And why stop at singing and playing? Why not learn to wield the baton, too?

There is no reason why an intelligent and musically-sensitive person cannot master the relatively simple technique of conducting. It is actually a much less exacting task than learning to play an instrument or to sing. I do not mean, of course, that anyone with a flair for leadership can become a great conductor. Far from it. But greatness is not here the criterion, nor box-office appeal the value. Men or women, blessed with brains and personality, who devote time to studying choral literature and the history of music and who know exactly how they want the music to sound, may be entirely satisfactory leaders for choruses which have no desire to give a concert.

Indeed, the lack of capable amateur leaders for amateur groups is the most formidable obstacle to choral singing without concerts. Professional conductors must keep in the public eye—or die. They are too busy with the advancement of their careers to work with amateurs in the way that I have described. But amateur leaders, whose music is an avocation rather than a career, are free to approach music from an entirely different and independent point of view. Not only may they give themselves a very good time while conducting, but they may also do their communities inestimable service by offering opportunities for musical enjoyment to more people.

The crying need in the musical culture of today is a reformation of attitudes to allow greater participation of musically-educated men and women in singing, playing, conducting and composing, so that they may both feel and utilize the power of music. For music actually gives access to regions in the subconscious which are inaccessible to many other impressions and which are the very holy of holies of our perceptions. Music may be an important means of helping an individual toward emotional maturity; it could well be cultivated for that reason alone. So, to fertilize the imaginative faculties with activity, to enrich lives, even a few lives, is to add to the spiritual power of all.

This is the way of those who delight in music.

CHANGE OF ADDRESS: Send your new address at least thirty days before the date of the issue with which it is to take effect. Address: RECREATION Magazine, Circulation Department, 315 Fourth Avenue, New York 10, New York. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

* * * *

PICTURES ARE NEEDED for the annual *Playground Issue* of RECREATION which will be prepared during February. We should like to have action shots of all sorts of activities and some successful teen-age and adult playground programs. Pictures of any unique or new activities or equipment, and of arts and crafts, will be especially welcome. Shots of happy faces, human interest are needed. Will you lend us a hand?

All photographs will be returned, *if* you so indicate, and credit will be given in every instance of publication, so mark them carefully. Send 'em in now; we need 'em!

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Unique new pool, named in honor of the late General George S. Patton, is a convertible facility

Detroit's INDOOR OUTDOOR SWIMMING POOL

When Detroit, Michigan, opened its General George S. Patton Memorial Swimming Pool in Patton Park, August thirtieth, it introduced to its citizens a new and glamorous swimming facility. Patton Pool, named after one of America's greatest military leaders, is believed to be the first complete convertible swimming structure in the country.

In summer weather, its huge, glass south and west sliding walls open to the sun and air and to a spacious sundeck overlooking the wading pool, lagoon and other features of the park. When wintry winds blow, the double sliding doors remain closed to offer the warmth and comfort of an indoor pool and such features as a five-tiered balcony for three hundred spectators, ample space around the water, and far more natural light because of the large proportion of glass used for the enclosures. Hot air heat (the air being heated by steam) is circulated freely throughout the building and through the one-foot space between the doors. In fact, although there's been no chance to test this system as yet, it has been said that the pool can be kept at a constant temperature of eighty-five degrees even though it may be ten degrees below zero out-of-doors.

Costing some $450,000, Patton Pool is of competitive size, seventy-five by forty-two feet, making it available for championship meets. Its depth of from three and a half to ten feet is in line with such measurements in most pools. Diatomite filters are used with a balancing or surge tank to assure a minimum loss of water to the sewer. The pool is of the level-deck type and the gutters are outside the surrounding curb, over which a constant flow of water is maintained. A pipe tunnel runs entirely around the pool for easy maintenance. The pool itself is of tile construction, boasting an aluminum diving board priced at $325 and an underwater lighting system.

Actually, although the convertible swimming facility is the highlight of the structure, the two-story building which houses it also has a great deal to offer. It now contains a warming room for ice skaters, change room for tots enjoying the wading pool, showers and lockers for baseball and football players and other athletes, craft, game and social rooms. There's also a room for first aid as well as for pool filtration and sterilization equipment and light control. The building, of brick and cinder block, has been so contructed that it will be convenient and relatively inexpensive to erect a planned-for-the-future gymnasium on the north side and to include stage and dressing room facilities and a balcony for spectators so that the addition can also be used as an auditorium.

The Detroit Department of Parks and Recreation is determined that the building shall be a fitting memorial to a great soldier.

ADMINISTRATIVE PLANNING | Its Effective Use

"Planning is the business of preparing for action."

Richard G. Mitchell

PART I

IN MANY QUARTERS concerned with the science of municipal administration, practitioners in the field of recreation are often regarded as persons whose skill and judgment are bounded by the requirements of organizing and conducting a recreation program; thus, for one reason or another, many recreation executives have not been accepted into the fraternity of municipal management.

Inescapably, the recreation executive must expand his knowledge of public administration and play his full part in the partnership of government practice. Unless this is done, the recreation profession fails to make its distinctive contribution to the philosophy and practice of community organization and management, and may very well lose ground when cyclical economic developments compel redoubled government searches for economy and efficiency. While there is time, then, those in recreation must look analytically at their administrative practices and be consciously concerned with the need to improve their staff operations. A useful instrument in this process is "paper work," by which is meant something more useful, more necessary and more difficult than routine reports.

A significant area for improvement in the field of recreation management lies in the discovery, modification and utilization of administrative techniques which will result in a smoother operating agency. Skill in administering a budget or directing a personnel training program is not more important than a thorough understanding of the philosophy of recreation nor than great competence in the design of facilities and areas or expert familiarity with the intricacies and subtleties of program planning. There's no intent to belittle the importance of these components; on the contrary, their value may be increased by development of a method by which they may be more advantageously employed. Therefore, it seems reasonable to claim that good administration is that which will blend philosophy and facilities into a successful recreation undertaking.

The planning processes which are required in securing good administration are necessary and inescapable obligations of every governmental employee. It is a mistaken notion of more than a few technicians in many fields that their specialized training and high competence in a specific profession automatically bestow upon them an equal skill in the process of administering that particular specialty, so that henceforth they are relieved of the need to be even curious regarding the processes of administration and administrative planning. This failure to comprehend the true role of the executive is today evidence of an undeveloped sense of proper public administration.

A Written Plan Essential

This article deals only with the method of administrative planning which is involved in the actual drafting and utilization of a written plan which will serve as a chart for departmental operations over a span of years. Certainly every recreation executive must have evolved a plan for his department, a mental picture of what he hopes to have the department accomplish in the future. It is unfortunate, but too often true, that this plan is an unwritten affair, carried around in the superintendent's head. Meanwhile his staff associates also are probably carrying around similarly unwritten plans representing their hopes and ambitions for the areas which are their personal responsibilities. When you add to this the certainty that members of the recreation commission and the city council, and such municipal officers as the city manager and the superintendent of education, are similarly "planning," it becomes obvious that there are a great many separate plans in existence. This can mean that portions of the many plans may be forgotten or that the various plans are in conflict with one another because their existence hasn't been recognized. The complexities and responsibilities of modern administration demand that this multitude of plans be brought together, that differences be reconciled, ideas coordinated, and that

Author is a managing operations assistant in Los Angeles Field Office of Public Housing Administration; hopes soon to get back to the field of recreation on a full-time basis.

one master plan be developed as an expression of the mutual purposes of all. The master plan to be developed is the executive's counterpart of the architect's blueprint or the conductor's orchestral score.

Administration has been defined as the art of getting things done. Planning is the business of preparing for action; its purpose is to give system and meaning to the chosen action. Good planning is the fruit of collaborative effort by all persons on the staff and of a free flow of information and understanding within the organization. Administration—and the administrative plan—is not something to be imposed upon subordinates. Planning which takes place in an atmosphere of cooperation and respect for the contributions of each participant can be expected to provide the dividends as outlined in the box on this page.

The actual task of carrying out a plan is the function of all the employees, which means that the planning process must include provision for adequate communication to insure that the meaning and intent of the plan is understood by all who must work with its ingredients and contribute to its accomplishment. Such communication must include a clear statement of what is expected of the individual and also illustrate how that performance contributes to the realization of the planned objectives. For example, in the field of education, students are taught by teachers, not by the superintendent of education. Each supervisory level above the classroom represents an area where proper communication must take place if the plan-making which occurred on the several levels is to be reflected in the classroom activity. When planning attains this level, it includes the whole process of organizing, orienting and coordinating an agency's internal and external operations, to the end that its goals are clearly defined and that the steps to be taken in their achievement are logical, efficient and economical.

The function of planning becomes clearer if our understanding of what administration encompasses is sound. Administration is the business of writing a letter just as much as it is the negotiation of a complex agreement with other community agencies to eliminate duplication of services. It is the process of reporting to the city treasurer that the department needs a larger petty cash fund just as much as it is the operation of a city-wide summer program. In short, administration is far more than the textbook picture of participation in, and direction of, epic maneuvers. It is the simple, as well as difficult, everyday acts and decisions which, in the aggregate, become administration.

The Plan-Making Process

Planning involves a selection process. A number of optional courses of action typically present themselves for consideration whenever a decision of any consequence must be made. Some method, some set of skills must be employed in sifting out the particular course to be followed. The perception, the background, the philosophy, the goals of the individual influence the choice made.

Three steps are involved in the plan-making process: (1) The alternate courses of action must be recognized, followed by (2) an appraisal of the consequences which can be expected to derive from each course of action, with the final step being (3) the weighing of each course of action against its consequences to determine which is the most suitable to follow. If the plan has been worked out in the necessary detail, supported by sufficient background data, the sense of direction which naturally results from such endeavor helps the staff more quickly and accurately to make decisions which are consistent with the goals of the agency.

Not too long ago it was considered sufficient to make agency plans on a year-to-year basis. Today we are beginning to formulate these plans on a long-term basis. This extended planning acquires great value when properly done because it provides the entire department staff, and particularly those employees charged with executive responsibility, with a plan of action which is sufficiently comprehensive to call for, and permit, development of long-range, over-all department organization and policies geared to the plan's attainment.

Cooperation Offers—

1. *A means of guaranteeing that the problem has been recognized and studied by the staff, that methods of solving it have been considered analytically and that certain objectives have been set up. (These objectives may be directed toward the correction of deficiencies or the exploitation of strengths.)*
2. *Professional motivation and stimulation. The staff has something to "tie to," a source of direction which gives security and confidence.*
3. *A rational and orderly sequence of administrative and supervisory activities, eliminating vague supervision, meaningless inspections and disconnected staff meetings.*
4. *A degree of agreement and general understanding upon which it is relatively easy to construct the whole process of program and staff coordination.*
5. *A better understanding of the intended purposes of the agency by municipal officers, board and council members and the people of the community.*

For completeness and coherence, it is suggested that the written plan be organized into four statements. There follows herewith a definition of each of the four proposed, together with extracts from a plan which was developed to meet an actual recreation problem. While the problem pertains to only one playground and represents a span of only six months, it is believed that the reader will draw from this example an understanding of how a master plan can result from combining a series of such incidental studies.

1. *Statement of the Problem.* (This section should deal with the nature of the problem and a recounting of the methods used in determining the problem. The statement may be brief or lengthy, but it must be clear and definitive.)

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Playground attendance was poor. The reasons, as discovered by inquiry among the children who represented the "market," were found to be:

A. Parents wanted the children home after school, preferring to have them playing in vacant lots or on the streets rather than on the playground. The parents were not convinced that the playground program was desirable.

B. The children had not found a sufficient variety of activities in the playground program during the past to be interested in daily attendance.

C. Tackle football was not permitted on the playground. The boys, therefore, were playing in neighborhood lots where they were free of regulation.

2. *Statement of Objectives.* (These need to be clearly stated and must be achievable. Each should be integrated with the over-all objectives of recreation.)

The objectives developed in the case of this particular playground problem were formulated as follows:

A. To make the playground a desirable and active neighborhood center for the elementary school group whom it was designed to serve.

B. To secure the support and understanding of the parents so that they would cooperate with the staff in better serving the children of the community.

3. *Statement of Methods to be Used in Attaining Objectives.* (How is it proposed to undertake accomplishment of the stated objectives?)

A. Staff Reorganization

1. To insure that the necessary variety of leadership skills is available;
2. To develop a varied and continuing program;
3. To revamp leadership processes, seeking to make leadership more positive.

B. Public Relations

1. In collaboration with the school principal and class teachers to develop a planned program of advising teachers, parents and children about program offerings. Methods used to accomplish this included:
   a. Contacts with officers and membership of the PTA to acquaint that group with the problem the staff was seeking to overcome, the reasons why the recreation program was being offered and the recreation leaders' need for the parents' assistance.
   b. Conduct of school assemblies.
      1. Films depicting recreational activities were shown.
      2. Speakers. (For example, a local college football coach was asked to speak to a special boys' assembly on how to play football. His talk was slanted toward the fundamental needs of learning how to run, punt and pass, and how touch football offered these learning opportunities. He counseled the youngsters to learn the elements of football but to avoid injury which might impair their future playing ability.)
      3. One-minute visits to classrooms by members of the recreation staff to call attention to special activities which had been planned.
2. Utilization of playground bulletin boards, mimeographed materials, newspaper releases and word-of-mouth to call attention to the program. Even such details as the use of colored chalk to letter notices on the bulletin board, and change of location of the bulletin board to insure its placement where it could be observed by a greater number of children, were observed in this campaign.
3. Development of a follow-up system which made possible inquiry when a child who had been attending the playground for a while suddenly ceased attendance. In practice, one of the leaders would call at the home of the child to learn if he was ill or to discover if there was some other reason which caused the absence which the playground staff could remedy. This provided a friendly and informal opportunity to become acquainted with at least one parent and to chat about what the recreation staff was attempting to do, frequently resulting in an offer of both moral and material support from the adult members of that family.

4. *Statement of Evaluating Procedures.* (The methods to be used in measuring progress of the plan must be set up as a part of the planning process. They should be formulated objectively and, in their subsequent application, the leaders should not claim the occurrence of unexpected events as part of the planned objectives.)

In evaluating the success of the plan, which started out with the intent of increasing playground attendance, a whole set of evaluative procedures was developed. For example:

A. Did playground attendance increase?
   1. If so, to what degree?
   2. What age and sex groups were involved?
   3. What activities gained the most in attendance?
   4. What was the effect of seasonal factors in any noted increase?
   5. What special and provable evidence is there that any increase noted is a direct product of the plan?
   6. Has any noted increase in attendance become stable, or is it spasmodic and unsustained?

B. Have relations between the playground staff and the community improved?
   1. What improvements resulting from the plan can be noted in the staff relationships with the school principal and the teachers?
   2. With the parents?
   3. With the children?

C. How has the playground working situation improved?
   1. In leadership—
      a. How? (By what changes in technique?)
      b. Where? (In what activities or situations?)
      c. By whom?
   2. In program offerings—
      a. How?
      b. When?
      c. Where?
      d. Why?
      e. By whom?
      f. For whom?

In the long-range planning process, an adequate number of goals need to be set up. Within reason, the effort should be to avoid making little plans which have no magic to stir anyone's blood. The purpose of long-term planning is to provide a realistic basis for making big plans—plans which have far more scope than is possible if the plan-making is restricted to the customary twelve-month basis. It is possible to develop a considerable number of objectives for the master plan because many endeavors within a general field complement each other. For example, a recreation master plan that included as objectives the improvement of child health, the provision of opportunities for the constructive use of leisure time, the organization of a more extensive league and tournament program and the preven-

tion of juvenile delinquency would find all four objectives being accomplished simultaneously.

Plan-making will not be found to be an easy process. This is particularly true in the beginning when it will be baffling at times to sort out the items which belong in the master plan and then to do the elaboration that is needed to transform the topic into a course of action. In the initial stages of plan-making, while one is learning what the process is all about, it is probably most satisfactory to undertake the planning in a gradual manner. The executive can draw up as much of the plan as comes to mind, then set it aside for a few days; a second reading will suggest additions and revisions, after which it may be put aside again for further mellowing. Too, the rough plan may appropriately be brought into staff meetings, where other members of the staff can contribute to it and be assigned to start preparation of their own plans and then can begin the process of blending all the parts together.

The planner is cautioned not to concentrate exclusively upon the dramatic and profound ideas, overlooking such necessary parts of a plan as staff training or personnel selection. It is just as important to set up a plan to study ways of reducing utility costs as it is to seek a means of securing a budget increase. A plan which includes a process for studying ways to produce a more satisfactory Fourth of July program or run a better camp is likely to be better oriented than one which vaingloriously seeks for some philosophic understandings which, at the moment, are irrelevant to the agency's immediate needs and purposes.

Despite all good intentions, planning will always fail of its purpose to the degree in which it is dissociated from the regular business of the agency. In the preparation of a plan, two processes must be utilized. One is the technical process of making the plan and keeping it up-to-date. The second is the managerial process of putting it into effect and maintaining its integrity. One final thing to remember about planning is that plans are only a system of ideas organized and set down for easy reference; in themselves they do not make any changes or improvements and, in their preparation or fulfillment, they are no better than the staff is willing to make them.

Part II, "Making the Budget Worth Every Dollar," will appear in the February issue of RECREATION. In this, Mr. Mitchell turns his attention to management processes which will insure maximum productivity per penny spent. Says he: "Probably the greatest cause of waste in the use of recreation funds is the failure by management to utilize adequately-available man hours."

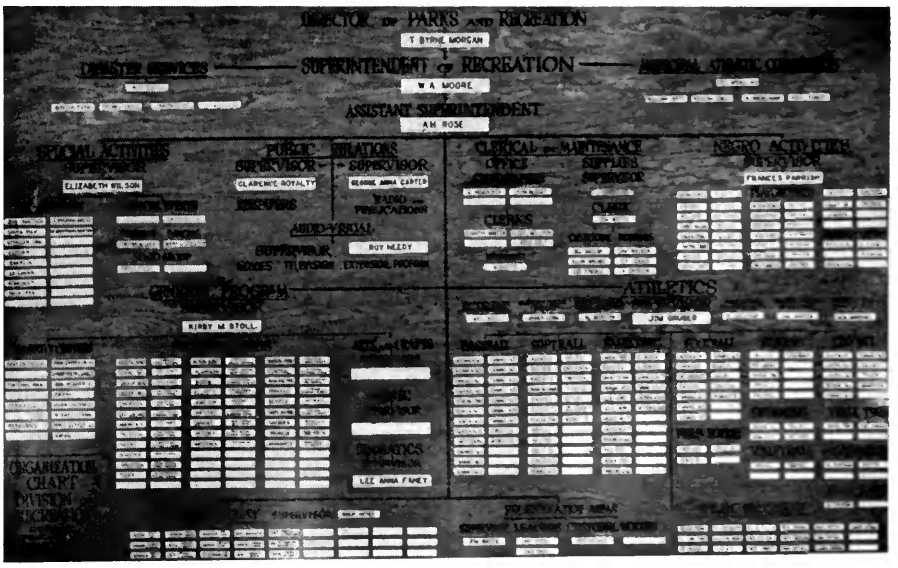
ORGANIZATION CHART

George-Anna Carter

HAVING a personnel layout board designed to give an over-all picture of his large staff was the brainchild of William A. Moore, superintendent of city recreation in Louisville, Kentucky. Like many other brainchildren, this one began on a small scale and was designed by Kirby Stoll, general program superintendent for the division. When Mr. Moore discovered what a timesaver an organization chart can prove to be, he sent the tiny model to the stockroom to be copied. When it was returned, it was eight-by-five feet, and a new home was necessary.

"As luck would have it," he explains, "it exactly fit the side wall of our reception office, and we've kept it there ever since."

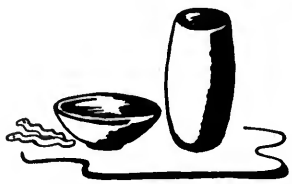
Now visitors may have their questions answered at a glance. They can see immediately the various divisions of the department, the names of the workers and their locations. They can also find out where special activities are taking place—such as football, boxing, swimming and croquet. Summer playgrounds and their leaders are listed, as well as the Municipal Athletic Commission, athletic associations, teen-age clubs and the audio-visual aids department.



The base of the chart is made from three-quarter-inch plywood. Names are printed upon heavy poster paper and inserted into metal slots. In this way, they may quickly be added or removed from the list whenever any changes have to be made.

Author is superintendent of public relations, Recreation Division, Parks and Recreation Department, Louisville, Ky.

ARTS AND CRAFTS EXCHANGE WITH JAPAN



ALL PUBLIC recreation departments and programs are invited to participate in an arts and crafts exchange between the United States and Japan. Plans for this project have just been formulated.

A selection of one hundred Japanese crafts made in the recreation programs in Japan will be displayed at the National Recreation Congress in Boston, October 1-5, 1951. A similar selection of crafts made by boys and girls and men and women in the United States will be on display at the Japanese Congress in Wakayama, August 3-6. The exchange is a cooperative effort of the National Recreation Association and the National Recreation Association of Japan.

Crafts articles to be sent to Japan will be selected in a nationwide competition open to all recreation departments and agencies in this country. Since only one hundred pieces can be sent to Japan, and since the whole program must be very carefully planned, some important rules have been worked out.

Specific Instructions

1. Any hand-made piece can be entered in the competition, provided that it has been made in the course of an arts and crafts program of some municipal recreation department or of some cooperating agency.

2. Judging will take place in New York early in May. One of the judges will be Frank A. Staples, director of arts and crafts of the National Recreation Association. The other judges will be announced later.

3. Articles to be judged must be received not later than May 1, 1951, at the offices of the National Recreation Association, 315 Fourth Avenue, New York 10, New York, in order to allow time for shipment to Japan.

4. Only articles which, in the opinion of the judges, can be shipped satisfactorily to Japan will be included in the competition. Please do not submit fragile articles or those which will crush easily.

5. Winning articles will be selected on the basis of originality, craftsmanship, design and usefulness.

6. No more than six articles should be submitted by any one department or agency.

7. Winning articles selected for shipment to Japan will be turned over to the National Recreation Association of Japan permanently for display and exhibit purposes throughout Japan. All other articles will be returned at entrant's expense *if requested;* otherwise articles will be kept by the National Recreation Association for display and exhibit purposes within the United States.

8. The National Recreation Association cannot be responsible for damage to, or loss of, any article sent. Articles will be acknowledged upon receipt. Every possible precaution will be taken to prevent loss or damage.

9. Each article must have a tag or label firmly attached which provides the following information: (*Please leave space on tag for description of article in Japanese.*)

Name of craftsman .....

Age .....

City and state.....

Name of agency in whose arts and crafts program this article was made .....

10. Submit separately from the tag any request for return of the article. Be sure to give name and address of person to whom article is to be returned. *Please also indicate amount for which article should be insured.*

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now that WINTER *is here*

Are Your Parties in Tune with the Season?

WHETHER or not you're in a section of the country that has white winters, you'll probably use the winter theme for at least one of your parties or dances.

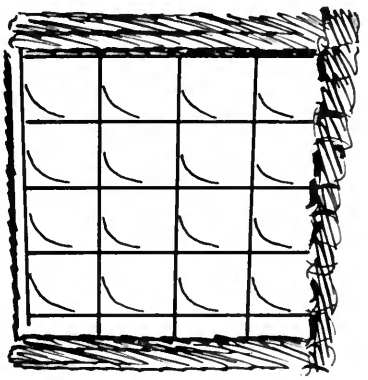
The name you give to the event will depend largely upon the type of affair that you are planning. A formal dance might be called a Snow Ball; an ordinary dance, a February Frolic. Winter Carnival sounds appropriate even for an indoor party, and practically everyone would be delighted to receive an invitation to visit Jack Frost's Fairyland or Winter Wonderland!

Regardless of the name, the decorations can be almost the same for all of these social gatherings. If nature hasn't been cooperative enough to frame all the windows with snow and frost, don't worry. You can do a fairly realistic job of it yourself.

First, get some white paper (typewriting paper will do) and use one sheet to make a pattern. Place one of the corners of the paper in a corner of one of the windowpanes. With a pencil, outline what looks like a mound of snow piled high in the corner and tapered down to a thin line as it nears the center. Cut out this pattern and you'll be able to use it for all of the windows.

Count the panes to see how many mounds of snow will be needed. Then pile several sheets of paper together, place the pattern on top and save time by using a sharp razor blade to cut through the entire pile—or a good portion of it. Set someone else to take on the task of pasting the "snow" on the windows while you tend to other matters.

The main entrance might be fringed with a single strip of paper icicles and guarded by a bed sheet snowman, complete with hat, scarf and broom. He could hold a sign that says "Welcome," or the sign might be hung over the door itself.



When you start working on the hall proper, try to remember to have large eye-catching decorations which will help create the atmosphere you want. Don't spend precious time on spotty little bits that may easily go unnoticed. Concentrate upon the ceiling and large wall spaces.

You'll find that most large halls have ceilings much too high to give a cozy atmosphere. Perhaps your first problem will be that of putting in a false ceiling. This really isn't so hard, nor so time-consuming as you'd think. One of the simplest ways is to string something the width of the hall, just above the reach of the tallest participant.

For a winter party you may want to use strings of snowflakes. Almost anyone can cut them out; kindergarten children do! So don't let anyone beg off because "he's no artist."

Scientists say that no two snowflakes are alike, so you won't need any patterns; just collect some heavy art or construction paper, a few pairs of scissors and a group of willing workers.

While these people are busy folding, cutting and marvelling over their creations, you might get the twine or string and start on the framework.

First, lay the string flat upon the floor, the width of the hall. Then get someone—perhaps the people who have by this time finished putting the snow on the windows—to tie short strings of varying lengths to the one which you've already measured. As soon as any snowflakes are finished, staple them to the short strings. Make as many rows as you need. Many people can help you with this since there's hardly anything that they can do wrong! Make a group project of it; it might even warrant a preparty party or serve as a valuable

and interesting club project.

On the night of the party itself, remember that background music is always good to help create a mood and get people into the spirit of the thing. In this instance, numbers such as *Jingle Bells*, *Skaters' Waltz*, *Let It Snow*, *Let It Snow*, *Let It Snow* and *Walking in a Winter Wonderland* would be appropriate. If you can arrange to have small, light paper snowflakes fall during one or two of these numbers, it will be an added attraction. Electric fans, strategically placed, might help keep the snow in the air.

At a dance, or any party where you're lucky enough to have an orchestra, you might talk the musicians into donning stocking caps, ear muffs, scarves and so forth for their special numbers—particularly vocal solos.

At the parties, or during the intermission at the dances, you can stage several winter events. The fact that they're held indoors on a bone-dry dance floor simply makes a ski or a snowshoe race that much more hilarious. Relays which involve getting in and out of snow or ski boots, or even overshoes, can be amusing from the participants' and spectators' viewpoints.

One of the western Massachusetts college groups has a game so entertaining that people are arranged in circles so that they can all watch each other perform. The leader gives a lady's zippered handbag to one of the players, who must open the bag, take out and put on the pair of ski mitts he finds inside, take out and open a package of gum, put one piece of gum (minus paper) into his mouth, return the rest of the gum and the ski mitts to the bag, which he zips and passes on to the next player. The team finishing first wins—probably an elaborately-wrapped package of chewing gum!

If your winter party takes the form of a dance, you can use that snowman from the front entrance—or any other snowman you might want to assemble. One of the ladies starts dancing with "him" while everyone else on the floor dances with the partner of her choice. But the lady is anxious to get rid of the snowman and get herself a real partner, so she tags any other lady, presents her with the snowman in exchange for her partner. This is just a novel way of running a ladies' tag dance and lends a little fun to the occasion.

For your lucky number, or elimination dance, you might try wrapping a small piece of paper with a number on it in a ball of cotton. Each couple on the floor receives a ball. At a pause in the music, the leader draws three or four numbers from a duplicate set at the microphone. The couples on the floor must open their cotton balls to find their number. If theirs is one of the numbers called, they must then leave the floor. The music and dancing are resumed. At the next and subsequent pause in the music, the procedure is repeated until only one couple is left on the floor. This couple, of course, wins any prize you may care to award. During this number, if you wish, you can have people on the floor exchange numbers by throwing their cotton balls to someone else. The only problem here would be that one person might collect two or three balls while someone else might have none! However, if you know your group well enough, you'll know whether to try this variation.

Refreshments can fit into the scheme of things, too. Popcorn balls look like snowballs (so do marshmallows) and Eskimo pies, ice cream of any kind and popsicles are cold enough for winter. These might be served by "Eskimos" or warmly-dressed individuals from a spot decorated to represent an igloo, the North Pole or Iceland. If the weather is really cold, your group might be just as glad to have hot chocolate topped with marshmallow.

Before the close, or maybe at the very end, of your party or dance, you might want to teach "Take a Little Look at the Northern Lights" or "Patty Cake Polka" to the tune of *Jingle Bells*. At any rate, do everything you can to create the impression that winter has arrived (indoors, if not out) and that there's no time like snow time.

February Party Themes

A *"famous" party* honoring not only George Washington and Abraham Lincoln, but all the people in the sponsoring group who might have achieved fame, or the most famous cook, the town's most famous athlete, our famous band, a famous coach, sportsman, dancer, singer, skater, dressmaker.

We see many silhouettes of George Washington and Abraham Lincoln, so why not silhouettes of other famous folks?

Set up a lamp so that it shines on an easel or a wall where you've placed a sheet of drawing paper. Have each guest, as he arrives, stand between the lamp's rays and the paper on which his shadow will fall. Anyone can outline the profile. The guest takes this to a table where there's India ink and brushes. He makes his own silhouette and then hangs it upon the wall somewhere, takes it home later.

One of the events of the evening might be to see who can identify the greatest number of silhouettes.

A Woodchopper's Ball on February 12—with the song of the same name used as the theme—could feature an intermission novelty based upon chopping wood, even if the woodpile is only a pile of toothpicks.

A Rail Splitters Social for February 12 to which folks wear old clothes and do old-time American Folk dances.

A Hatchet Hop for February 22.

A modern skit, take off on henpecked husbands and forgetful fathers, could be entitled "Fathers of Our Country."

A Sweetheart theme might be used, too. Pictures of girl friends and boy friends can be displayed in a locked glass case on appropriate-sized heart cutouts.

Truth or Consequences is another good February game since people patterning their behavior after George Washington cannot tell lies.

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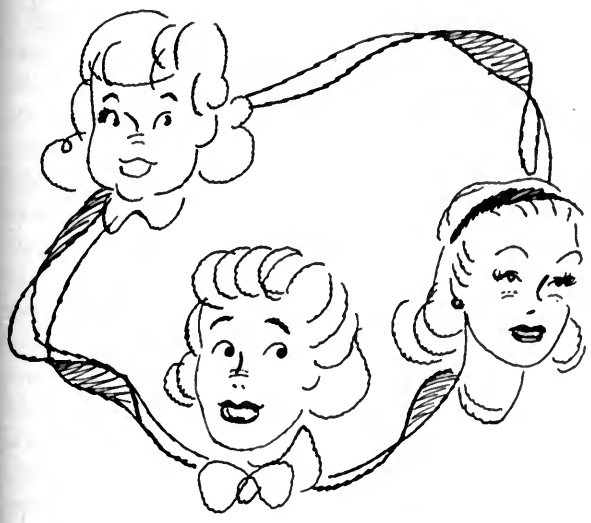

Follow "Natural Interest" To Build a Successful

PROGRAM FOR GIRLS

Helen M. Dauncey

IT IS NOT uncommon to have a recreation director say, "What can we do for girls in a recreation program? I don't know anything about them or what they prefer!"

This probably explains the fact that too often the program offered is a warmed-over version of a sports program which has pleased the boys. Most recreation directors agree that an adequate program for the girls is a necessary and vital essential of any good community program; but what to do and how to do it remain baffling questions.

First, let us make girls proud of the fact that they are girls, and give them an understanding and appreciation of the importance of the role they are to play as homemakers, wives, mothers, professional women and citizens in a democracy. Every phase of their program should make a contribution to a happier and fuller life for them and for those for whom they will be responsible.

It is no longer possible to pigeonhole responsibility by drawing vertical lines and saying that that is the job of the school and that is the job of the home—or the church or the private or public agency. The lines go horizontally and, in every case, the girl is the most important consideration. We, in recreation, have a golden opportunity to accomplish much because we work with people who come of their own free choice. We hold them only as we hold their interest.

A successful program for girls should start at an early age. The natural interest of the seven and eight-year-old in "playing house" is the perfect background for developing the homemaking skills. With good leadership, setting the table properly, being a good hostess, learning how to sew and to do simple decorative crafts, making a bed, washing and ironing dolls' clothes are delightful experiences instead of chores. With their natural flair for make-believe, storytelling and dramatics are musts in a program. Girls love to dress up and give shows.

Group singing and rhythmic activities belong here, too, and there should be plenty of opportunity for vigorous play through the use of low-organized games. There also is a need for more active recreation to build health and endurance. This is the time to teach skills which will be needed in their choice of games at a later age. Table games—dominoes, checkers, parchesi—puzzles and magic tricks all have an appeal. Since they like to sort, classify and arrange, it is not too early to start interest in hobbies. All little girls from eight to twelve love the word "club," and almost any activity with that label will catch their interest. Their natural curiosity about things makes it an ideal time to introduce nature activities—identification of flowers, birds, animals, trees, sea life—and to have camp experiences. Above all, they need fun and laughter—a feeling of belonging and of being important. They need top-notch leadership, for they are usually fond of their leader and will imitate her.

At about the age of ten, there is not much companionship between boys and girls; yet here is the time when the leader can do much to make the coming teen years happy ones. Take a look ahead and see what activities are going to be needed for the boy-girl interest which is just around the corner. Remember that the adolescent years are filled with potentialities for tragedy and despair or for happiness and high adventure. Just as the teen years are a preparation for adulthood, so the pre-teen years are a preparation for that thirteen-to-nineteen-year span.

Health and personal attractiveness, self-confidence and the ability to do things will be very important. Keep right on with skills and creative activities but begin to discuss things. What makes a person attractive? What do you have to do to have good health? Social training and experience belong in this pre-teen program—for nothing gives one more poise than knowing the correct thing to do.

Youngsters need to learn to face reality, to accept situations as they really are and to act accordingly. This saves many heartbreaking experiences in the teen years. A chance to discuss their worries and problems with a wise and understanding adult is a valuable part of a program for them.

By all means, emphasize the activities—active, quiet and group games.

Helen Dauncey is the Katherine F. Barker Memorial Secretary in charge of work with women and girls for NRA.

roller skating, outdoor sports, swimming, bowling, ice skating, dancing, music, drama, crafts. A good foundation for social dancing should have been built up through folk dancing, play party games and rhythmic activities at the earlier age level.

It is most desirable that activities with boys be included all along the line—for they pave the way for good social relationships. Puppet-making, crafts, music and so forth are enjoyed together long before the youngsters are ready for dances.

The early adolescent thirteen and fourteen-year-old girls are in a period of rapid growth and development. They are trying to find themselves. Odd behavior, constantly-changing social groups, short-lived interests and the desire to plan on a higher level than they can execute are all characteristic of their age.

It is important that the leader strive to develop principles of democratic procedure, for undemocratic organizations are very common at this age. The basic program interests can be carried on, but the girls are now ready for more service activities. Community volunteer projects, work with younger children through an assistant leader's course, home nursing, first aid and child care are appealing. There is great interest in cooking and sewing, crafts, club groups, team sports and social affairs. Questions of etiquette are matters of life and death! They talk about the boys all the time—but their social affairs will need quite a lot of adult help in planning if they are to be successful.

The middle adolescents—fifteen and sixteen years of age—are ready for games requiring much higher skills and, although the girls are still interested in team games, they show a preference for individual sports such as badminton, tennis, bowling, archery, swimming, winter sports and, of course, social dancing.

Corecreation programs are very much needed, but their scope should go beyond social dancing, table tennis and coke bars. They should include parties, picnics, discussion groups, hobby clubs, music, crafts, radio groups, quiz programs and talks on subjects of interest. Girls are thinking more about their future, and talks on careers open to women are valuable. They are ready for more good citizenship projects which develop from an understanding of their own community needs.

The later adolescent years—sixteen to eighteen—should reap the harvest of the previous ten years of good preparation. Interests have been stimulated, skills given and standards and appreciations established. Girls of this age wish to appear grown up and adult, but a deeper desire is to be accepted by their own group and to find new status outside the family circle. They are ready to accept greater responsibility for the conduct of their own affairs, but need adult guidance. They have a real need for success, and being popular and well-liked are of major concern to them. They are interested in social, economic and political issues of the day—and good program material can be worked out around these interests. While they enjoy some all-girl activities, their main interest is in corecreation programs. Girls of this age make fine junior leaders for younger girls.

As usual, leadership is considered the most important part of the entire set-up. Strange as it may seem, it is much more difficult to lead girls' groups than boys'. The former seem to need more personal attention, more assistance in getting things started and more encouragement to keep them going.

The leader should exemplify the qualities which she wishes her girls to develop. Good grooming, good health, charm, social adequacy, specific skills in some fields, and a general knowledge of many more, a more genuine interest in girls, a knowledge of psychology, patience, a sense of humor and a sense of proportion are some of the qualities such a leader should possess. No leader is worthy of the name if she believes her responsibility is merely to direct activities. What counts most is what is happening to every individual in her group. Activities and programs are merely a means to an end, and that end is richer living and extended horizons. While all leadership is important, that of working with girls is doubly so—for the things we teach can be so far-reaching. Mothers who have had a happy childhood and have learned the essential ways of creating a good life will want to do the same for their children. Family solidarity and happier homes are, in the last analysis, the job of the women of the world. This ability is not inherited; it is learned. All girls should have the opportunity to get this education from every possible source, and I believe that our recreation programs are certainly one place where this may easily happen.

BROTHERHOOD WEEK

February 18-25, 1951

Sponsored by National Conference of Christians and Jews

"We talk about building bridges of brotherhood around the world in answer to the communist pretensions, and that's a splendid vision. But brotherhood begins on a man-to-man basis at home and not on a mass-to-mass basis across the oceans. Without that footing, it is idle talk and an empty vision.

"We can't afford to blind ourselves to the disturbing and undermining racial and religious antagonisms in America. They will defeat our good intentions for world brotherhood until we cast them out and live as brothers in our states, communities and neighborhoods—not for a single week in any year, but day by day and year by year."—*Eric Johnston*, General Chairman, Brotherhood Week.

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RENO'S CLOWN ALLEY

H. T. Swan

RENO'S CLOWN ALLEY was originated by former big-time circus clown, Ed Beisel, who now teaches the tricks of clowning and make-up to others. The alley has a membership of eighteen local businessmen, with four additional apprentice clowns. Any local man interested in old-time clowning traditions is eligible to join, and there are no fees, dues or special assessments. However, each member must provide his own costume. Anonymity is maintained for all clowns by having correspondence pass through the recreation department office.

The group has set up strict policies regarding performances—no performance will be given unless there are at least four hundred people in the audience, and no performance will be given to promote private interests.

Clowning is serious business. Just the applying and removing of make-up takes close to an hour. Then, too, costumes must be clean and neat for each performance—which, by the way, draws the wives into the act. Learning the various gimmicks which make people laugh also takes many hours. A great deal of planning and preparation goes into each performance and the men work long and hard designing and building props for new routines. Because of the cost of materials involved, Clown Alley accepts donations but does not solicit funds nor request payment for performing.

It is sponsored by the Reno Recreation Commission, which provides a room in the community center for weekly rehearsals and storage space for props.

Activities

The biggest show in which the clowns participate is the annual Community and Playground Circus. Last year, more than two hundred fifty children took part in the two-hour show, and a capacity crowd of three thousand was on hand for the fun. Clowns performed eight times during the event, with such stunts as the clown barbershop, the Superman skit and a version of the busy bee.

Other activities in which the group participated during the past year included the opening of the Community Chest drive, Admission Day Parade, Service Club Christmas Party, March of Dimes Show, Ducks Unlimited Show and Service Club Easter Egg Hunt. In addition, individual members of the alley have performed at many birthday parties, neighborhood get-togethers and other community functions.

The author, Henry T. Swan, is the supervisor of recreation in Reno, Nevada.

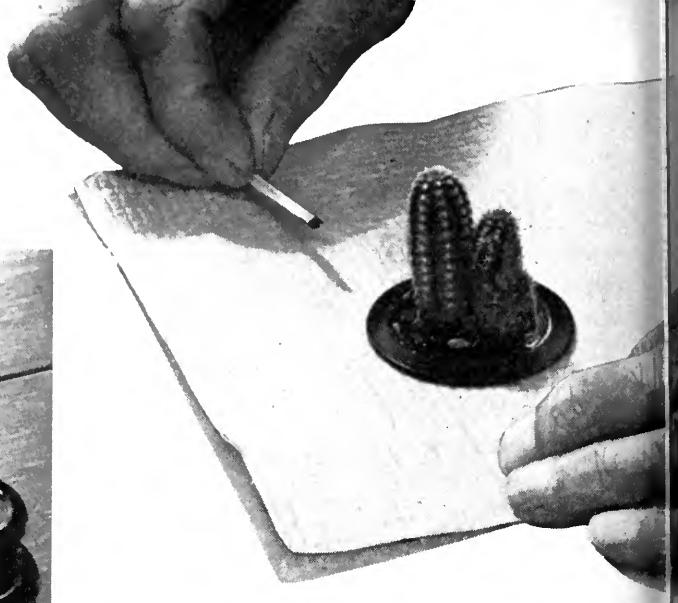
Simpson Clown Club

Back in 1948, at the annual Shelton, Washington, forest celebration, an employee of the Simpson Logging Company conceived the idea of a mock tree-planting machine, run by grotesque characters, to amuse the spectators. It was the hit of the show and out of this beginning came the Simpson Clown Club.

More than fifty employees were admitted to the organization and taught the secrets of creating an effective clown get-up.

Since their organization, the Simpson Clowns have traveled several thousand miles entertaining at civic celebrations, parades and other important events.

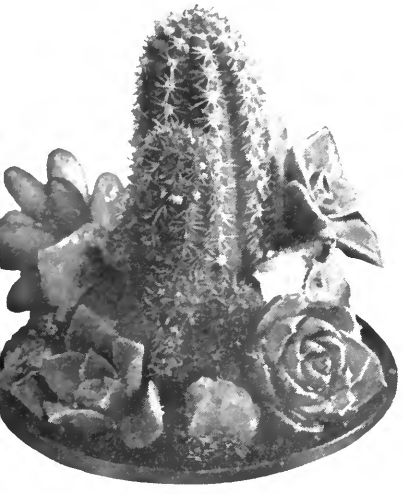
Materials are easy to find about the house, collect, or buy; they include tiny plants and stones, peat moss, sand, shears, scissors, tweezers, razor blade, transparent cement.



After visualizing your "garden" (including base), put small amount of cement upon button and set tallest cactus (or two) firmly in place, a little off center. Pause to let cement harden.

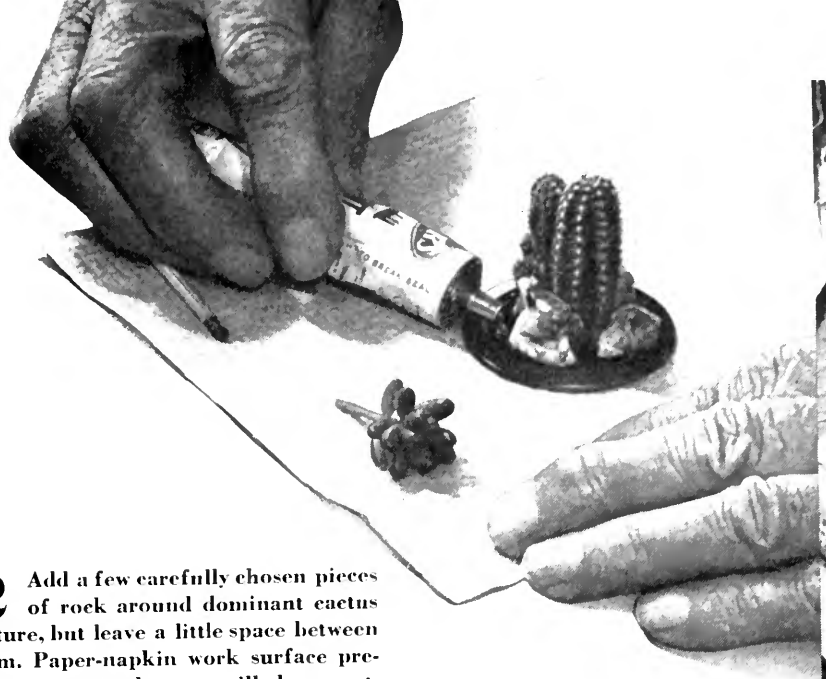
How to Garden on a Button

Maurice B. Kyne



MANY HOBBYISTS enjoy making miniatures, and one of the most delightful ways of indulging this desire is to make miniature gardens—yes, real, living gardens—on buttons! To prove how simple it is, these pictures show how a tiny cactus garden can be made, complete with sand and peat moss, in a very short time. By adding a few drops of water about once a week, you can persuade it to live contentedly for months. Other than a button, a small coaster, a milk bottle cap or any tiny dish with holes in it for drainage could be used. Small, slow-growing kinds of cacti and succulents comprise the plant materials, and little sea shells, pebbles and bits of broken rock and bright-colored glass can be added to give variety in texture and color.

Reprinted through courtesy of *The American Home*.



2 Add a few carefully chosen pieces of rock around dominant cactus feature, but leave a little space between them. Paper-napkin work surface prevents mess, soaks up spilled cement.

3 Fill in gaps around cacti and stones wit or three smaller plants (succulents) of able size, shape and color, using only en cement to anchor them. Don't overcrowd.

kind of gardening involves no work clothes, calluses, sore es; it can be enjoyed anywhere, at any time, by anybody.

4 Finally, sprinkle with clean sand to cover button and cement, and tuck in bits of peat moss around base, this to absorb and hold the moisture needed by the plants as they grow.

This Business of Counting Attendance

Lloyd A. Rochford

BECAUSE it seems important that those who have responsibility should know the reasons for the things which they are expected to do, the Long Beach, California, Recreation Department frequently refreshes the thinking of its staff on the subject of attendance-recording and reporting. The method used by this department has evolved over a period of twenty years, becoming more simplified through elimination of detail of doubtful value while, we believe, increasing the value of the record by making the basic factors more reliable.

Our department has endeavored to keep informed as to the thinking of the National Recreation Association's research workers and committees and has adopted their findings and suggestions as far as possible. A big step along this line was our adoption of the recommended formula which utilized the peak count in the morning, afternoon and evening periods. We believe that we have a good method and are confident that, in the language of an NRA bulletin on the subject, "the formula . . . represents the most authoritative method of recording attendance that yet has been devised for general application."

In one particular we have found it necessary to vary our practice somewhat from the NRA committee's recommendation. The committee states that the formula applies only to summer playgrounds. Our dependence upon the formula is, of necessity, much broader than this. In Long Beach, we have an all-year program with nearly as much activity in the winter months as in the summer. We use the formula the entire year because its value is as great in one month as in another.

The importance attached to accurate reporting of attendance in Long Beach is indicated by the fact that in addition to verbal and mimeographed instructions to the recreation staff, a bulletin was prepared and distributed to members of the recreation commission explaining the use of the attendance-taking formula.

One fact discovered in the early years of recreation attendance-taking was that, deliberately or not, a source of inaccurate reporting (shall we say padding?) of attendance totals was occurring in connection with the counting of spectators. It was suspected that in some cases passers-by were promptly recorded as spectators if they so much as turned their heads in the direction of the playground. Sometimes the total of spectators reported grew to such enormous figures as to become more than open to question.

Accusations against the veracity of playground directors was evidently not the proper approach. It seemed plain that some directors were greatly confused as to just what constituted a spectator. The blame was placed exactly where we thought it belonged—upon the attendance-taking system then in use. This is what we set out to correct. How well we have succeeded the reader may judge. Perhaps our system still needs fixing, but of one thing we are very sure—it is far better than any previous system used in Long Beach. Perhaps an explanation of this system will prove of value to those whose problems are similar to our own.

The Weekly Attendance Blank

In the first place, the weekly attendance blank is used primarily to report area or recreation center attendance rather than specific activity attendance; the latter consideration is supplemental. This, we believe, is an essential in order to use the formula.

Section A-B of the blank, reproduced on the next page, is for general attendance. Every person, child or adult coming to the playground or center is counted under general attendance unless he is counted under Section C or Section D. The formula is used in reporting general attendance; peak attendance for the morning is multiplied by 2, for afternoon by 2.5, and for night by 1.5. The director reporting is instructed not to take the peak count less than an hour before an event is held at the area and listed under Section C, or less than an hour following the close of such an event. Columns are totaled and the attendance for the week is entered in the weekly summary box opposite A-B and under the columns headed "participants."

Section B is for organized groups and major activities and is for participants only. It is in this section that much of the information concerning program is recorded. Note that totals for this section are *not* entered in the weekly summary box for the reason

Lloyd A. Rochford is in charge of research and publications in Long Beach Recreation Department, Calif.

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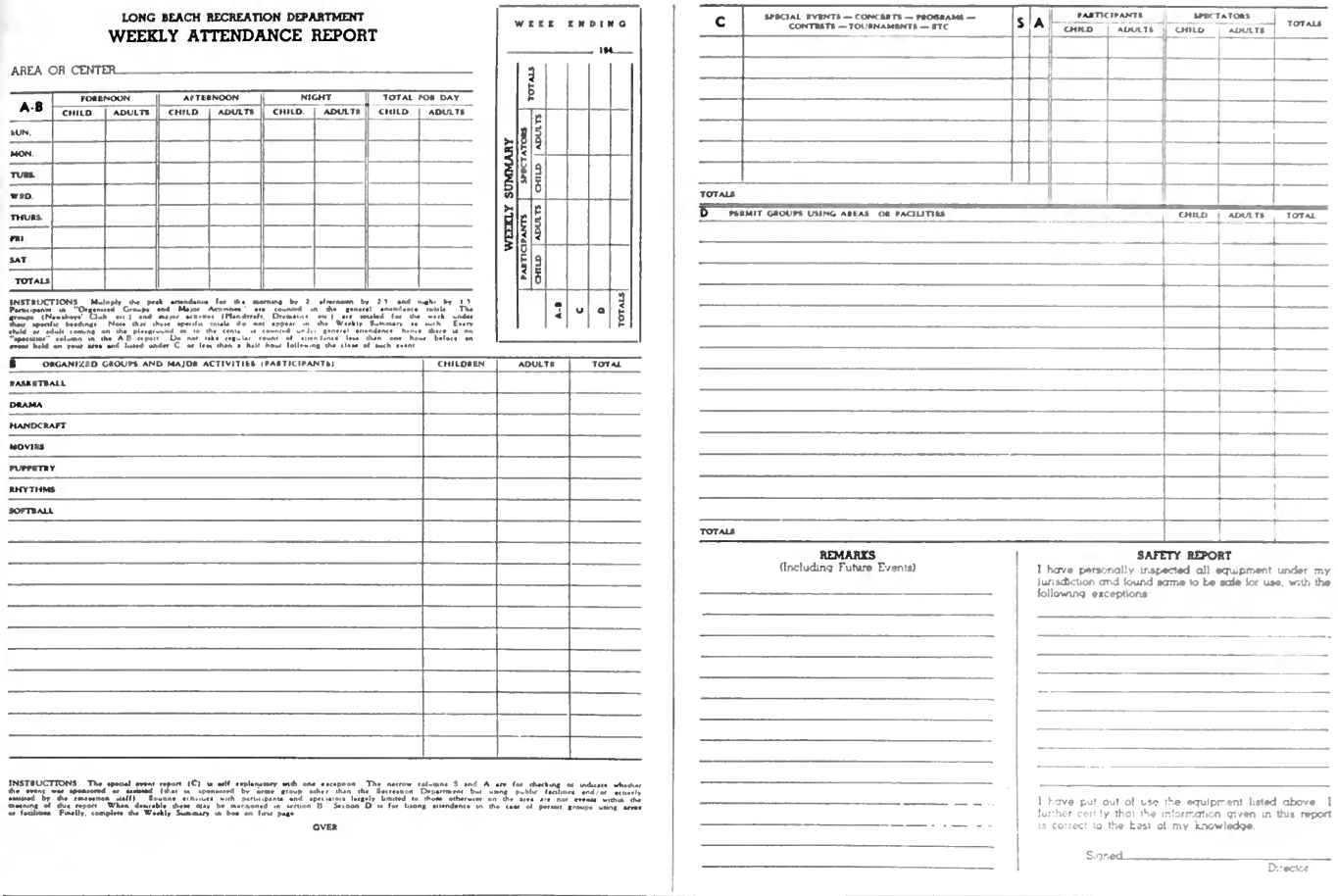

LONG BEACH RECREATION DEPARTMENT
WEEKLY ATTENDANCE REPORT

AREA OR CENTER

A-B	FORENOON		AFTERNOON		NIGHT		TOTAL FOR DAY	
	CHILD	ADULTS	CHILD	ADULTS	CHILD	ADULTS	CHILD	ADULTS
SUN.								
MON.								
TUES.								
WED.								
THURS.								
FRI								
SAT								
TOTALS								

INSTRUCTIONS. Multiply the peak attendance for the morning by 2, afternoon by 2.5 and night by 1.5. Participants in "Organized Groups and Major Activities" are counted in the general attendance totals. The groups (Newsboys' Club etc.) and major activities (Handicraft, Dramatics etc.) are totaled for the week under these specific headings. Note that these specific totals do not appear in the Weekly Summary as such. Every child or adult coming on the playground or to the center is counted only in general attendance. Items there in an "spectator" column in the A-B report. Do not take regular count of events less than one hour before an event held on your area and listed under C or less than a half hour following the close of such event.

WEEK ENDING
194

WEEKLY SUMMARY

	PARTICIPANTS CHILD	PARTICIPANTS ADULTS	SPECTATORS CHILD	SPECTATORS ADULTS	TOTALS
A-B					
C					
D					
TOTALS					

B ORGANIZED GROUPS AND MAJOR ACTIVITIES (PARTICIPANTS)

	CHILDREN	ADULTS	TOTAL
BASKETBALL			
DRAMA			
HANDCRAFT			
MOVIES			
PUPPETRY			
RHYTHMS			
SOFTBALL			

INSTRUCTIONS. The special event report (C) is self explanatory with one exception. The narrow columns S and A are for checking to indicate whether the event was sponsored or assisted (that is, sponsored by some group other than the Recreation Department but using public facilities and/or actively assisted by the recreation staff). Routine activities with participants and spectators largely limited to those otherwise on the area are not events within the meaning of this report. When desirable these may be mentioned in section B. Section D is for listing attendance in the case of permit groups using areas or facilities. Finally, complete the Weekly Summary in box on first page.

OVER

C SPECIAL EVENTS — CONCERTS — PROGRAMS — CONTESTS — TOURNAMENTS — ETC

	S	A	PARTICIPANTS CHILD	PARTICIPANTS ADULTS	SPECTATORS CHILD	SPECTATORS ADULTS	TOTALS
TOTALS							

D PERMIT GROUPS USING AREAS OR FACILITIES

	CHILD	ADULTS	TOTAL

This is all tiresome to read—as it has been to write—and we would not have attempted it but for two reasons: either some departments will welcome the suggestions as an answer to their prayers, or someone is going to point out to us some place where we are making a serious statistical blunder. In either case, we shall be grateful.

LONG BEACH RECREATION COMMISSION — CUMULATIVE ATTENDANCE RECORD

AREA _____ MONTH _____ 19___

	CHILDREN	ADULTS	TOTAL
A B General Attendance			
C Special Events — Participants			
Spectators at Special Events			
D Assisted Activities			
TOTALS FOR MONTH			
At End of Previous Month			
Fiscal Year Totals to Date			

Indoor to Date _____ Outdoor to Date _____ (Estimate if Necessary)

ORGANIZED GROUPS AND CLASSES	CHILDREN	ADULTS	TOTAL

State News Notes

THOSE ATTENDING the meetings on state recreation services to communities, at the National Recreation Congress, agreed in general that a need exists for recreation service at the state level. It was felt that local communities desire assistance from the state along such lines as community organization, facility development, finance, research and general promotion. There is a need for a plan which provides means for greater cooperation and coordination of effort between existing departments and cooperating agencies in order to make more effective the recreation services, materials and resources of the state.

There was considerable discussion of the subject of state financial aid for local recreation programs, with some difference of opinion on its advisability. Those in favor thought that administration of aid might follow the method used in education, that certain minimum standards should be maintained, that general, but not specific, controls should be provided, that financial aid would help to stimulate some local programs. Those with questions about financial aid pointed out the necessary accompanying controls. They felt that home rule and tax equalization would provide the best source of funds for municipalities, that recreation is a local responsibility, that local initiative should not be stifled by outside financial aid and controls.

* * *

The Tennessee Division of State Parks has recently been placed under Civil Service, the result of an effort directed toward this goal begun several years ago. With this in mind, the division started early to set up personnel standards so that if and when Civil Service should become a reality, the organization would be ready for the transition. Last year, Governor Browning announced that the division would be placed under Civil Service, following a request by interested conservationists who had realized the importance of qualified personnel in these recreation positions.

The change did not occur overnight, however; the Tennessee Department of Personnel devoted much time and study to the drafting of job descriptions. It found that there was little precedent established in the country since there are only a few state park departments under Civil Service. Therefore, after making its study, the department called upon the National Recreation Association for consultation.

The state of Ohio has recently used the standards drawn up by Tennessee to cover its park personnel.

* * *

Have you seen "More Fun in Michigan"? It's a booklet of suggestions for good recreation for individuals, families and communities, published by the Michigan State Library, Lansing. It lists, in addition to book titles, the names and addresses of member agencies in the Michigan Inter-Agency Council on Recreation which can furnish further information upon request.

* * *

Readers of RECREATION will recall that the June 1950 *State, Federal and International Issue* contained statistical data with reference to state parks for 1949. Special permission was granted by the National Park Service so that this information could be used in the magazine in advance of its publication by NPS. Full tabulation of state park data for 1949 is now available from NPS in the publication *State Park Statistics—1949.*

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GRANDPARENTS SEEK FUN TOO . . .

Anne Livingston

ARE YOU interested in *starting* a Golden-Age Club? Are you afraid of that first meeting—the "how-to-do-it" part? If so, here are some helpful hints as to how to go about your first club meeting, as well as information about the recent starting activities of two clubs. Both of these were fun; each was very different; and both actually worked!

Helpful Hints:

1. Have some organization sponsor your club—to be responsible for publicity, transportation, facilities, program, decorating, refreshments and so forth. The sponsoring agency should, after the first few meetings, indirectly get the group itself to plan and direct its own programs while the agency stays in the background, "keeping the machinery oiled and moving."

2. Be careful of overtiring and overfeeding the guests since you are not sure of the condition of their health.

3. Direct activities which you are sure all can do and will enjoy, particularly at this first meeting. Some may be very active, while some may not have played in years.

4. Try to lead their thinking toward some active as well as passive game fun for future meetings.

5. Decorate halls simply but beautifully, with chairs arranged in four (or more) "cozy nooks" about the room and a space in center for activities. Use a lace cloth upon the refreshment table with silver coffee service at one end, tea service at the other, a floral centerpiece, plain cookies and mints.

Mrs. Anne Livingston is a leadership training specialist on the staff of the National Recreation Association.

Club Number One

This club, co-sponsored by the Woman's Club and the Department of Public Recreation, was furnished by the recreation department, which helped with some of the planning; the Woman's Club had charge of everything else.

There were only four days to prepare for the first meeting because they wanted the NRA training specialist to direct the activities. Therefore, good use was made of the phone, radio and newspapers to tell members of the community: "If you are between the ages of eighty-five to one hundred twenty-five, come and have fun at the recreation center on Friday morning from ten to twelve. And if you are not quite old enough to join this new club, please come and help."

Friday was a disheartening, rainy day so we felt that there would be very few, if any, oldsters who would come out in such weather. Imagine our surprise when more than fifty arrived—many in their eighties and two in their nineties.

Following is the party plan used. Several last-minute changes were made to avoid tiring the group.

Preparty Games—As the guests arrived, a group of several members of the Woman's Club (not a reception committee) escorted them to a table where two other volunteers registered their names and addresses. Then they were given a large, six-by-ten red heart of cardboard and a pencil and told to collect the names of as many people as possible to write upon the heart. We helped in this, even writing for some who asked us to do so.

Getting them into four groups was the next step, and this was done by using the old favorite game of asking for a show of hands of all those who were born in the four seasons—January, February, March; April, May, June; July, August, September; October, November, December. Then, not knowing if this would work or if they would think it silly, group one was told that they were "ducks" and would say quack, quack; group two were "cats" and would meow; group three were "turkeys" and would gobble, gobble; group four were "pigs" and would oink, oink.

Players now had to walk around the room, making their own particular animal sounds and finding all others who were making the same kind of noise. Everyone had a wonderful time being ducks, pigs, turkeys and cats and, when the game was over, all were given their particular "cozy nook" corner where the chairs had already been arranged.

Now all the guests were seated and each group was given a pencil and a sheet of paper and asked to select its own chairman. This chairman then formally introduced members of the group to each other and was then asked to write down the names of songs guessed by his group during the following game.

Musical Romance

As the pianist tells the story, playing the suggested songs, guests try to name the selections being played. The group naming the most songs wins.

This is a story that happened *Long, Long Ago* in *The Good Old Summer Time.* The notes of the stately *Wedding March* could be heard sounding through the *Trees* on the wedding day of the lovely *Juanita* and her handsome lover, *Robin Adair.*

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For the wedding trip, they went *Sailing* to the distant lands and not even when they were *Rocked in the Cradle of the Deep* was their happiness crowded for a single instant.

After seeing the sights of the old country, they came *Merrily, Merrily* back to *America, the Beautiful.* Back in *Dixie* they were met by *Old Black Joe*, who took them over the rolling hills to see the *Old Folks At Home.*

Their first quarrel came because Robin was always late for his meals. Juanita would stand waiting by the *Old Oaken Bucket*, sighing *Oh Dear, What Can the Matter Be?*

One night as he came an hour late for his meals, she met him *In the Evening by the Moonlight* and, uttering the *Battle Cry of Freedom*, packed up and went to her *Old Kentucky Home.*

Robin thought of his sins *All Through the Night* and, in the morning, wired her, *I Love You Truly.* She wired back, *Pack Up Your Troubles in Your Old Kit Bag* for I'm coming back to *Home Sweet Home.*

All *Smiles*, Robin met her *In the Gloaming*, and from then on life for them was one *Perfect Day.* Even after time had sprinkled their hair with *Silver Threads Among the Gold*, life for them was a continuation of *Love's Old Sweet Song.*

At the finish of the story, guests were asked to sing *Love's Old Sweet Song.*

Next each group was asked to select its "smartest man." The men were told to try and guess the word being dramatized by their group. Each group was given the same words—such as gossiping, cooking, preaching, musician—and it was fun to see how disgusted the other players would become if their "smart man" was slow in guessing.

Since the groups had been seated long enough, they were asked to get acquainted with the guests in the other groups. All were instructed to stand and form a circle in the cleared space of the room.

One person was asked to step inside the circle and start walking around. At a signal (the leader clapped his hands once), he would stop and introduce himself to the person nearest to him, ask his name, take him by the hand and start walking around the inside of the circle talking together. Here we suggested that they talk aloud so that we could hear the gossip.

When a second signal was given (the leader clapped twice), they were to say "good-bye" and walk around in single file. Again, at a signal, they would greet the players nearest to them, repeating the previous action until everyone had a partner.

Now we were ready for the first musical mixer and guests were again asked to get acquainted with others in the group and then join inside hands with their partners. All were asked to walk four steps forward around the circle with their partners (leader says aloud, "walk-2-3-4"); drop hands and face partners; walk four steps backward away from partners ("back-2-3-4"). All point with right hands towards partners; then move hands to right to point to another person standing beside partner who now becomes the new partner. All take four steps toward their new partners ("point-2-3-4"), and shake hands saying "How-do-you-do" (same rhythm as "walk-2-3-4"). The action is repeated to enable everyone to have several new partners.

While participants took time out for refreshments, the leader told them of other golden-age clubs around the country, how they operate and how much fun they offer. He then asked for a show of hands to see how many there would like to meet weekly with this club. All hands went up and the president of the Woman's Club told them about future plans and suggested that they come prepared with a name for the club on the following week.

Club Number Two

With little time to advertise and evidently very little publicity, only two men came to our beautifully-decorated hall. Both men, who were over eighty, discovered that they lived not too far from each other and that each was retired and lonely for companionship.

Since there's not too much that can be done in the way of activities with two people, the "never fail" method was used—trick games with cards and coins as well as pencil and paper "you-guess-the-answer" games.

We had wonderful fun and one of our guests, who particularly enjoyed solving difficult puzzles and quizzes, showed us a few favorite tricks. One that he gave us was the following: If you divide I into love it will give me you.

```
I)LOVE(YOU     the answer: 3)1728(576
 LY                          15
 —                           —
  VL                         22
  VV                         21
  —                          —
  LE                         18
  LE                         18
  —                          —
```

In asking him how he started this problem, he said that in subtracting L from V, the answer is L. Therefore, L plus L will equal V. Then V has to be larger than L because I cannot be divided into L. Start by trying figures —for example, if L plus L equals V. We decided that if L is 1, then V must be 2.

Later, we had tea and cookies and continued playing coin, card and number trick-games. Our two guests promised that they would try to find more people for the next session, and the sponsoring agency definitely promised many more for the following week. We then told the gentleman with the mental game hobby that he would be in charge of that part of the program and asked him to teach his assistant (the other guest) so that if there was a large crowd the following week both of them could be "Mr. Wizards" and entertain. They immediately made plans for meeting for rehearsals.

One final note—don't get discouraged if you don't have immediate response to the organization of a club. It would have been easy for us to say "We haven't enough people to do anything, so we will postpone our first meeting until next week." This would have meant that we probably would not have had these two gentlemen back, and we certainly would not have found what each had to contribute.

Every person has something to share and, if we are interested enough, it is easy to find out what that contribution might be. Just find one person in the group who has leadership ability and it will not be too long before there will be grand marches, square dancing, checkers, chess, dominoes and so on.

Ruth H. Chadwick

Activities for Youngsters Around the World

A CHURCH PROGRAM FOR YOUNGER CHILDREN

TO PLAN a diversified summer recreation program for ten, fifty or even a hundred children is a challenging task for anyone. But to plan, organize and integrate such a program for 150,000 youngsters seems almost incredible. Especially when those children are scattered in areas throughout the United States, Canada, Mexico, Argentina, Brazil, Uruguay, Hawaii, Japan, Tonga, Samoa, Tahiti, New Zealand, Australia, South Africa, Palestine, Great Britain, the Netherlands, France, Switzerland, Scandinavia and some parts of Germany. Yet such was the accomplishment of the leaders of the Primary Association of The Church of Jesus Christ of Latter-day Saints.

Members of the primary are children four to eleven years of age inclusive. They are taught by volunteer adult leaders who conduct primaries in groups ranging from five or six in a home unit to more than two hundred in larger, well-organized wards.

The objective of the association is to furnish week-day religious and recreational education to children. The year-round program stresses spiritual and moral teachings and provides opportunity for growth and development through a variety of individual and group activities. Keeping in mind the "whole child" and his need for leisure-time direction, particularly during school vacation months, emphasis is placed upon the summer recreation projects.

The 1950 summer program was based upon a broad international theme, with the premise in mind that knowledge, understanding and appreciation help to build friendship and good-neighbor attitudes. A study of the customs, clothing, food, arts, crafts and folklore of four representative peoples of the Christian world formed the background of the course. Divided into age groups, the children learned about the ways of the American Indians, the South Pacific Islanders, the Scandinavians and the inhabitants of the British Isles. They became acquainted with the folk tales of these peoples, played their games, sang their songs and prepared and ate their native foods.

Folk dancing also had a prominent part in the planned activities, for it is as old as the folkways from which it sprang, and no land has lacked in native dances. The rhythmic swaying and bending of the body and the lively vigorous footwork involved have a therapeutic value in the development of healthy boys and girls. Aside from supplying a form of exercise, it feeds the spirit, and whoever takes part in a folk dance carries away some feeling of exuberance and of friendship.

Primary boys and girls went still farther in trying to understand their neighbors of other lands. Most children love to make things; so, under the supervision of their leaders, they learned the skills of many peoples and fashioned innumerable crafts articles, both ornamental and practical.

The culminating feature of this summer of fun and achievement was the "Summer Festival" presented by each local group of children, near the eleventh of August, the birthday of their organization. Each festival was a glorious outgrowth of the season's activities, where the children, dressed in the native costumes they had fashioned,

Miss Ruth H. Chadwick is a member of the National League of American Pen Women, Salt Lake City, Utah.

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danced to the rhythmic beat of tom-toms or demonstrated the Maori Poi Dance, Highland Schottishe, English Maypole Dance, Swedish Clap Dance, Danish Polka and others.

Another interesting part of each festival was the exhibit of handcrafts made by the children. The exhibits included such colorful items as the following: Indian drums, tepees, rugs, pottery and war bonnets; native out-rigger canoes, palm trees, leis, grass mats; English bread boards, knitting, crocheting; Scandinavian embroidery, belt purses, curtain trims, boats and door knockers.

These articles were viewed by the parents, who joined in the "good time together" and watched and listened to their children sing, dance and dramatize what they had learned and enjoyed in primary classes.

And, now—How was it done?

Planning of the program in all its details was done by one central board of thirty-six women, trained and experienced in child leadership. They met in Salt Lake City, Utah, headquarters of the Primary Association, to plan, prepare and publish the outlines of instruction for the summer work.

During the first week in April, a two-day convention was held in Salt Lake City for the leaders of approximately two hundred areas (or stakes) where primaries are held. Each of the larger areas is divided into five to twelve smaller divisions, each with its own organized group of children. During the two-day convention, area leaders met in workshop sessions and attended large scale demonstrations conducted by the "general board" of planners and instructors. Details of the summer program were thoroughly discussed, and the actual "know-how" of carrying them out was taught.

Returning to their homes, area leaders in turn conducted similar meetings for group leaders under their supervision, teaching and demonstrating the methods and goals to be achieved.

Area and group leaders of the Primary Association number more than 26,000—a veritable army of understanding and qualified women whose one aim is to encourage and influence for good the girls and boys they are privileged to teach. Inasmuch as all services are free, teaching primary is truly a "labor of love." Because of their genuine interest in the needs of children, the leaders put unbelievable effort and enthusiasm into the preparation and consummation of their plans.

The outstanding success of the 1950 summer recreation program of the Primary Association is evidence of the untiring devotion to the cause of healthful and purposeful recreation for children.

The joyous, eager response of the thousands of children who shared busy and happy summer days is another monument of achievement—a glorious adventure of children learning to be friends with all the world.

DISTRICT RECREATION CONFERENCES—1951

Conducted under the auspices of the National Recreation Association

District Representative	Date	Hotel	Location
	February		
Lynn S. Rodney	13 - 16	U. S. Grant	San Diego, California
	March		
John W. Faust	15 - 17	The Inn	Buck Hill Falls, Pennsylvania
Marion Preece	15 - 17	Roanoke Hotel	Roanoke, Virginia
Ralph Van Fleet	15 - 17	Seminole Hotel	Jacksonville, Florida
Arthur Todd - Harold Lathrop	28 - 31	Hotel President	Kansas City, Missouri
Willard H. Shumard	29 - 31	Moscow Recreation Center	Moscow, Idaho
	April		
Harold Van Arsdale	3 - 5	Herring Hotel	Amarillo, Texas
John J. Collier - Robert L. Horney	11 - 14	Secor Hotel	Toledo, Ohio
William M. Hay	22 - 25	Camp Helen	Panama City, Florida
George A. Nesbitt	23 - 25	Queensbury Hotel	Glens Falls, New York
	May		
Richard S. Westgate	16 - 19	Poland Spring House	Poland Spring, Maine

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What does a HOBBY *get you . . . ?*

H. D. Edgren

LET US FIRST look at some of the needs in the lives of individual American citizens which must be met somehow if these individuals are to live happy and full lives. Hobbies can help meet some of these needs. Some leaders in the recreation field have identified recreation as a fifth freedom—along with freedom of speech, worship, freedom from want and fear—the freedom and opportunity to choose one's own enjoyment, to add life to one's years. A hobbyist chooses such freedom. Our elders in the past have told us that free time can be an asset or a liability, depending upon one's capacity to appreciate it and use it. The person who rides a hobby, making good and enjoyable use of his leisure, will not worry about too much free time, whether it be forced or chosen and, upon his retirement, he will find it to have been a blessing rather than a curse.

It is estimated that only about fifteen per cent of youth and young adults in America have their abilities developed and needs met while in school or on their jobs. The real worth and abilities of the individual—the things he can do best—are often not realized. Neither the school nor the job offers those basic satisfactions necessary for happier, more joyful living.

Efforts in the hobby field are a step toward more healthful living, if we accept the concept that health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Slavson, in his book, *Recreation and the Total Personality*, identifies the real contribution of hobbies and of recreation as a means of meeting the needs of the individual in this contemporary period of frustration, and the need for vigorous release of emotional tension.

What then are some of these needs which must be met in the lives of all of us if we are to live more fully? First, there is the above-mentioned need for some means of emotional release—the active sort of release which William James suggested when he referred to the value of the woodpile for this purpose. We see men and women who are tense under the strain of noise and speed; we see them bored and cramped by tedious routine; we see them fretful with nerves worn raw by petty strife and the worry of wrongs, real or imagined. We have seen such persons come out, after spending an hour or two with their hobbies, made over and with new light in their eyes, a look of freshness, ready again to tackle their jobs.

A second need is the need of friendship. One of the very important phases in our American way of life is the making and keeping of friends. The importance of this is self-evident to all of us. Hobbies can lead to socialization or friendship through the joining of a group of people with like interests, through sharing and trading in correspondence. There is no need for a hobby to be used as a means of withdrawal from people, although it can be enjoyed alone as well.

This leads us to the important need of being accepted by, and belonging to, some group. Our psychiatrists tell us that "Individuals simply must have, if they are to have any sense of worth at all, a feeling that they belong and are making some valuable contribution to a group." We have seen, in our own experience, many illustrations of the timid girl, the over-aggressive boy, the individual who is unwanted because of lack of skills or some personality difficulty.

Closely related to the above is the need of all of us to be engaged in some activity that is all-absorbing—one in which we can completely lose ourselves—a cause to champion or activities or events in which we can enter with complete forgetfulness of self. Today, recourse to alcohol and other narcotics appears to be the only way open to many, suggesting some inadequacy of experience in these lives. Two other needs are those for recognition and

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new experience. Because the rank and file of young people are non-adventurous, afraid to try something with which they're not familiar, the opportunity for new experience is not shared by many. Recognition is a need which is most likely to be filled when one of the other basic needs is met—that of belonging to groups. Through sharing a new experience, working and playing together, come the identification and recognition from others.

How do hobbies meet some of these basic needs? I would not be so naive as to suggest "Ride a hobby, live longer and enjoy complete living." There are other things which are important; but I do believe that people with hobbies have a greater chance of achieving and satisfying some of these needs. What does a hobby get you? It can be more than a release from work; it can be the transforming power that can help make life full and abundant. Secondly, the opportunities for creative self-expression are nowhere found to the extent that they are found in a hobby. It is yours; good or bad you did it and, because you did it your way, it is likely to be good. You have not been dependent upon anyone else to "blow a whistle to start you off"; it has been yours to do in your own way.

Next, in terms of friendship and a sense of belonging, your hobby experience can be the means of making new acquaintances and lasting friendships. People are drawn to the place where they can get acquainted by sharing experiences. A real hobbyist wants to share his interest with others. Through this sharing, real friendships are made, irrespective of religion, race or nationality; it is the interest in the activity that brings individuals together.

Your own sense of worth, your belief in yourself, the self-confidence that has come with working at something and completing it—this is one of the things a hobby gets you. Many individuals today are afraid of solitude, unhappy unless they are in a group. A hobby can be the means of developing inner resources which can make life full even when alone. To you, who may now have hobbies, we say develop others. The many of you who must spend a great deal of time in other work, in this business of making a living, will find your real enjoyment in living through your hobbies. Think twice, too, before you stop with thinking of your present interest only as a hobby, for in it or something like it you may find your life's work. The happiest people today are those whose hobby interests have become their permanent jobs. Regardless of whether you move from a hobby to a vocation, or continue with it only as your leisure-time interest, remember that you have not only the opportunity of enjoying it, but the obligation to stimulate others to join you in this thrilling experience. You can make your hobby a social influence by inviting others to join you in your experimentation and exploration of this interest. Then you can say with the poet:

"He drew a circle that left me out;
Heretic rebel and a thing to flout;
My hobby and I had the will to win,
We drew a circle that took him in."

A Hobby Can Be a Family Affair

Lon Clark, better known as "Nick Carter, Master Detective," over the Mutual Broadcasting System, teaches his young sons how to make many things. They whittle boats, paint Indian drums. Here he is demonstrating how to make moccasins—the practical kind.

THE Fantastic MAGICIAN

A SEVENTEEN-YEAR-OLD boy was standing in Newspaper Row, Washington Street, Boston, awe-inspired by a demonstration given by the famed magician, Houdini, one day in 1922. A college student visiting his father's art studio in Boston, the boy was part of a large crowd. To Sidney V. Wright, the study of magic and legerdemain was a hobby. But inspired by Houdini's feat that day back in 1922, he then and there decided to study carefully and learn the difficult ramifications of prestidigitations. And he did, for he became "The Fantastic Magician" and appeared for three years on the B. F. Keith theatre circuit.

He reports: "My first interest in magic began at the age of twelve, when I was watching a street faker selling small tricks. He told me that if I would get him a pail of water, he would give me a ball trick. I got the pail of water all right and ran home with the ball trick to show my powers of magic; but the ball would not disappear. He had not shown me how to operate the trick. However, after studying the problem, I discovered that the ball did not vanish by supernatural powers, but by an ingenius method. This made me want to learn a great deal more about the mechanics of magic.

"It was hard to get information at that time, but I did get a book and become acquainted with a magician who taught me many clever sleights. Today there are many books on magic in our public libraries and also magic dealers.

"I gave my first full evening's show at the age of sixteen. At eighteen, I saw Houdini get out of a strait jacket and that convinced me that I should learn all that there is to know about magic and magicians. I am still learning. It was during my college days that I was asked to perform for a fee; and as students asked to be taught various tricks, I was able to pay for my education."

A theatrical critic in describing Mr. Wright said: "His magic is pleasing and unusually fascinating in its swiftness, producing startling effects, such as only a man of lightning speed and versatility is capable." After retiring from the theatrical field in 1930, "The Fantastic Magician" made use of his experience as a showman in organizing and directing dramatics, recreation and hobby programs throughout Massachusetts.

He states: "I discovered that magic is a hobby which covers many phases of recreation. To be a magician, one must be an actor; therefore, we enter dramatics. In order to create and build new tricks, we march into arts and crafts. Then there is the social aspect, the pleasure of private practice to develop skill, finger exercise for sleight of hand. In fact, I studied piano to strengthen my fingers. Music, too, is a part of the picture.

"Magic is used in my work as Hyannis director of recreation as a public relations device and in gaining interest when speaking to groups. Occasionally I perform for clubs professionally."

During the war, he organized arts and crafts in army and navy camps and brought shows and produced them for the benefit of servicemen. He also conducted athletics such as baseball, basketball and various other tournaments in the camps. At the request of the United States government, he organized craft programs on the ill-fated airplane carrier, The Wasp.

Sidney Wright came to Cape Cod, Massachusetts, in November 1944, when he was appointed supervisor of the Hyannis Community Center. He attended Practical Arts School in Philadelphia, the Pennsylvania Academy of Fine Arts in Philadelphia, the Detroit School of Lettering and Springfield College. In

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addition, he has taken courses in philosophy and the administration of recreation. He has lectured at the University of Massachusetts, Hyannis State Teachers College, and before women's clubs, Kiwanis, Rotary, Lions, Masons and Knights of Columbus on different types of hobbies.

On Cape Cod he is known as the "Creator of Hobbies," because he has organized so many types of leisure-time activities. Among these are metal crafts, jewelry, leathercrafts, ceramics, oil painting, photography, coin collecting, magic clubs, stamp collecting, nature lore, wood inlaying, seashell collecting, marionettes, puppets, block printing on cloth and paper and decorating all types of household furnishings. He has been active in organizing tournaments in basketball, baseball, volleyball, swimming, boxing and table tennis.

In spite of the fact that he is perhaps one of the busiest men on Cape Cod, he does occasionally manage to find time to display his skill and hobby performing feats of magic before clubs, lodges, churches, private parties and other groups of the community.

Sir Noel Curtis-Bennett

Sir Noel Curtis-Bennett, noted sports supporter and founder of the National Playing Fields Association of Great Britain, collapsed while speaking at a sports meeting at a London hotel, December 2, and died a few minutes later. He was sixty-eight years of age.

Sir Noel, who made his career in civil service, was a former assistant secretary to the Treasury. He was interested in all forms of sports and was a member of the International Olympic Committee as well as of many other sports organizations.

On a visit to the United States in 1948, he addressed the headquarters staff of the National Recreation Association, stating:

"Playing fields are the training ground for those qualities of mind and spirit which, in combination, are the bases of our common heritage and our common ideals and strivings. I refer, of course, to the qualities of individual effort and initiative combined with team effort and the team spirit.

"You will, I know, agree with me that . . . we need to cultivate these qualities more than ever before if the civilization of free men is to survive. . . . For the maintenance of liberty and of social stability demands that our young people shall be given the facilities for healthy games; the facilities for cultivating their individual capacities while at the same time acquiring the art of working together for a common end.

"That the capacity for world leadership of our two great peoples owes much to this capacity to play games—and to play the game—is readily admitted by every thinking person . . . In my judgment there can be no doubt that the complete failure alike of communism and authoritarianism to make headway in Great Britain is to be found in the fact that our people, whatever their status or occupations, mingle freely in the fellowship of sport. The playing of games unquestionably makes for social and political stability of a very high order."

Sir Noel was chairman of the National Playing Fields Association, vice president of the National Association of Boys Clubs, vice chairman of the British Olympic Council and chairman of the National Sporting Club Executive Committee.

William M. Mullen

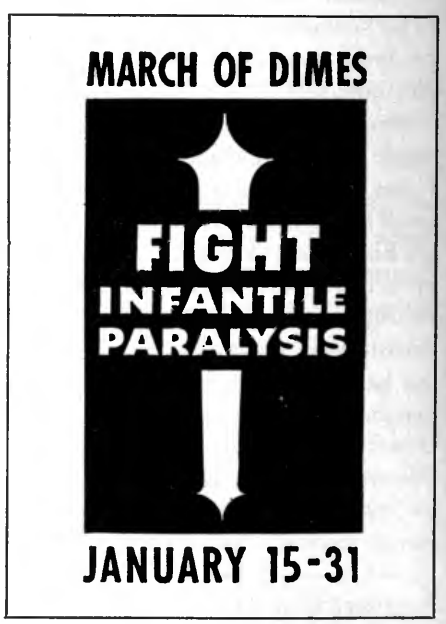
The sudden passing of William M. Mullen, sixty-two, director of recreation for the Boston, Massachusetts, Park Department, on December 7, marked the close of a distinguished career.

Joseph Lee, Boston Associate Park Commissioner, writes: "To me he was one of the most impressive persons I ever met. He was one of those rare public officials who could not resist a new idea and never failed to make it blossom beneficially."

Director of recreation since 1930, William Mullen created Boston's outdoor Gay Nineties shows, children's amateur circuses, soap box derbies, the Mayor's Field Day fund-raising spectacles, Huck Finn fishing contests, children's May Day festivals on the Common, amateur boxing contests for playground participants, Halloween parties throughout the city and public barn dancing.

Last year, more than eleven thousand participants played more than ten thousand official games on over six hundred teams to a total of three million onlookers during the basketball, football and twilight baseball and softball seasons in an organized league system of which Mr. Mullen was the architect. In fact, one of the favorite sayings attributed to him was: "Give me a football and fifty square yards and I'll save five boys from reform school."

In addition, he was a life member of the Basketball Officials' Association and former president of its eastern board. He also had been president of the New England College Baseball Officials' Association and served as referee of the Boston Traveler-Chevrolet Soap Box Derby since its inception in 1935.



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"That home is dead, whether it knows it or not, which neglects to set aside leisure hours for family playtime."—**John W. Faust.**

Let's Read ALOUD

Elisabeth Hamilton Friermood

FATHER RAN HIS fingers through his hair as he continued to read to the attentive little group about him.

" 'It's quite a long time since you did any poetry,' Mole remarked. 'You might have a try at it this evening, instead of—well, brooding over things so much. I've an idea that you'll feel a lot better when you've got something jotted down—if it's only just the rhymes.

" 'The Rat pushed the paper away from him wearily, but the discreet Mole took the occasion to leave the room, and when he peeped in again some time later, the Rat was absorbed and deaf to the world, alternately scribbling and sucking the top of his pencil. It is true that he sucked a good deal more than he scribbled, but it was joy to the Mole to know that the cure had at least begun.' "

There was a moment of silence as father used an old postcard to mark the place and then closed the book.

"Please, couldn't we have one more chapter?"

"Not tonight. The end of a chapter is a good place to stop."

"Could we just look at the pictures again before we go to bed?" asked the eight-year-old.

Father turned to the Arthur Rackham illustrations appreciatively. This was his first reading of Kenneth Grahame's *Wind in the Willows*, and he found his own enthusiasm for it equal to that of his children.

A child's plea, "Read to me," should be heeded—and the adults who do so will gain immeasurably for many have missed certain gems in their own childhood. What an experience it is to discover them with your children!

Children know nothing of the "best seller" list, and any book they have not heard before is a new book; they take it to their hearts and love it with not so much as a glance at the date of publication. The breathless excitement of *Treasure Island*, the tang of humor in *Just So Stories* and the simple charm of *Heidi* are as fresh and pleasing today as when they were written.

There should be a certain amount of dramatic emphasis used by the reader so that the characters come alive and the scenes are perceived vividly by the listeners' inner eyes. A boy, after hearing his father read descriptive passages of the Mississippi River in Mark Twain's *Huckleberry Finn*, said to his mother, "Gee, Mom, I do like it when Dad lets himself go on reading. Sure is neat." What the boy didn't know was that his father was seeing the beauties of the great river for the first time. These he had missed when he read the book as a boy; and now his enthusiasm crept into his voice and the picture was made whole for his son.

Whenever the material permits, children should take their turn as readers in the family reading circle, for it helps to develop a pleasant speaking voice, diction and tone. Reading with "fun in your voice," as one child put it, and pronouncing words clearly should improve conversational inflections. Close your eyes at any party and listen; the need for improvement in speaking voices is altogether too apparent.

To say that the life of a leader in recreation is a busy one is an understatement; but sandwiched in-between professional commitments there should be some time, budgeted if need be, for a period in which to read aloud with one's own family. The living together in the scenes of a well-loved book will create a common bond of interest which will remain as long as there is a son or daughter left to remember.

The current question as to what television is doing to the reading habits of young people is as interesting to recreation workers as to those in the field of children's literature—for what affects the young affects us all. In the family with the well-established habit of reading aloud, a television set may provide suggestions and stimuli for a more varied and interesting reading program than any that the family has yet experienced. However, a parent must be alert to suggestion. Western movies on television might well lead to the reading of Will James' *Smoky*, and the recent presentation of *Little Women* to many pleasant hours with the ageless March family.

Television, like radio, is here to stay, and though we may bemoan certain aspects of inferior programs, we must be ready to use those better portions which can add to the cultural background of the young placed under our guidance.

Carefully-chosen material can give a child a literary taste which will enrich his whole life. Much of a child's integrity, self-confidence and appreciation of the rights of others can come from the books read to him if they are

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Mrs. Friermood is author of the poem, "My Mother Read to Me," which appeared in February 1950 RECREATION.

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of the best quality. Everyone reads some trash sooner or later, but the child given a good background in his own family is less likely to succumb to the tawdry, vulgar fare offered in many comics and in other cheap material.

Young people need emotional stability and spiritual understanding to temper their living in this modern world. One of the best ways of acquiring these qualities is through closer acquaintance with the best in our literary heritage. The ideal place for such acquaintance is in the family-reading-aloud circle.

In choosing books to read aloud, do not be satisfied with less than the best. Children and young people are extremely intelligent and find gratification in stretching their mental capabilities to meet the challenge of new ideas and colorful vocabulary. Youth is quick to sense when an author is writing down to them. Beatrix Potter knew this and, consequently, every generation loves her books, noted for their excellent writing and vivid vocabulary.

No bit of poetry can be enjoyed to the fullest unless it is read aloud, for poetry is music and music must be heard to be really appreciated or understood. Many adults dislike poetry because they remember with distaste the tearing apart process to get the meaning—which too often is a part of the method used in teaching it. Poetry is as fragile as a delicate piece of filmy lace and, like it, cannot be made whole again if clumsily torn apart. The beauty of sound and thought in poetry is apparent only when it is read aloud intelligently in its entirety. Adults may begin to enjoy it for the first time while introducing it to their children. Reading poetry aloud may well make a meeting place where youth and adults find the best in each other.

Walter de la Mare once said, "I know well that only the rarest kind of best in anything can be good enough for the young." Leaders in leisure-time activities can do much to introduce "the rarest kind of best" in literature into their own family circles and into the family circles of those they lead.

Some public libraries, such as that in Cleveland, have available a list of books, broken down into age groups, which are good to read aloud.—Ed.

A Lively Archery Program

Del Coonrod

HUNTINGTON PARK, California, is the home ground of an active and strong archery club, where the club program includes not only activities on the range, but hot cake breakfasts before the shoots, pot luck dinners and an annual Christmas party.

In 1939 a group of amateur, but enthusiastic, archers founded the club which today is known as the Huntington Park Archers. On city-owned property, now the Municipal Recreation Park, willing hands set about clearing a field large enough for tournaments.

You may now drive to within one hundred feet of the shooting line. Here you will find a well-cared-for field of closely-cropped grass, a building for storing club property and patio-type facilities for picnic lunches. Rest rooms adjoining the field are modern, clean.

The field itself is carefully surveyed so that the line of fire is due north. The fine backstops are a permanent type, the city furnishing new hay each six months. These items make it one of the most popular ranges in California.

Blessed with the fine southern California weather, the Huntington Park Archers hold monthly tournaments throughout the year. Generally, the rounds recognized by the National Archery Association are planned for the day's shoot, but two or three times during the year a novelty shoot is in order. The big event of the year is the annual championship held in May. At the banquet the evening following the tourney, appropriate trophies and medals are awarded to the winners. Eleven months prior to May, every member devotes the largest part of his leisure time to practise on the range in order to make this the most hotly-contested tourney of the year—at the same time receiving all the benefits of clean, healthful, relaxing outdoor exercises. *Relaxation* is the innate keynote of archery success, both therapeutically and competitively.

The beginner or junior archer, if he desires, receives willing and expert assistance even to the point of being loaned or given unused tackle by the Huntington Park archery members. A junior club is sponsored and supervised by the senior organization. It is a club within a club, in that the juniors handle their own funds and elect their own officers. Also, a great deal of help is given to them by the recreation department. Each year, during the summer months, the archery range is the site of a day camp for school children. Under the supervision of competent instructors furnished by the department of recreation, regularly-scheduled classes are offered. Enrollment is overflowing.

Archery is a sport beneficial not only to individuals but to an entire group. So it is natural that the club should affiliate with, and adhere to, the rules of such larger organizations as the Southern California Archery Association, the California State Archery Association and the National Archery Association.

Each month at the business meeting in the city recreation building, refreshments and entertainment follow the business details. This is also the site of other gay and enjoyable feasts.

Thus, the Huntington Park Archers work together and play together for the mutual benefit of all and to provide the finest in recreation, so necessary to the welfare of everyone in this very busy community.

Del Coonrod is secretary of above-mentioned Huntington Park Archery Club.

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NATIONAL COMMITTEE *studies* RECREATION RECORDS

PROGRESS in the development of a standard form for reporting the services of public recreation departments is reported by the Committee on Statistics for Public Recreation, appointed in 1950 to study this problem. Recreation Executives have long recognized the importance of keeping accurate records of recreation service. Yet the problem of securing, tabulating and using attendance and service records baffles many recreation departments, in part because of their limited staffs and budgets.

Some executives attempt to avoid the problem by keeping few records. As a result they do not have access to information that is essential to effective administration and fiscal and program planning. At the other extreme are recreation executives who adopt report forms which call for excessive detail. Filling out these forms requires time of staff members that might better be devoted to program planning and activity leadership. Furthermore, the data entered on the reports are so voluminous that a careful analysis of their contents is seldom possible. Workers tend to become careless in filling out their reports when they realize that these are not read promptly nor studied with care.

Among the main objectives of the Committee on Statistics for Public Recreation are:

(1) *Determine the kinds of records which are most useful to the recreation department and which can be secured readily and used effectively.* Each department must determine for itself the types of records essential for its needs and which should be furnished through the reports of its workers. The recommendations of the committee, however, will indicate the basic types of records which are considered of primary importance and which can be secured with a minimum expenditure of time and effort.

(2) *Prepare simple, yet adequate, report forms which permit the easy, accurate recording of the essential data.* Some forms in current use yield little information of value to the recreation department; others are too complex and call for information that cannot be supplied readily by the individual workers using them. Report forms are often so arranged as to provide either too much or too little space for entering the data, or as to make tabulations difficult. It is expected that these shortcomings will be avoided in the form devised by the committee.

(3) *Provide a set of instructions for the guidance of persons who are to submit the data.* Procedures must be indicated and terms must be defined clearly if report forms are to be filled out accurately and uniformly and if records are to be useful for comparative purposes. When the interpretation of the forms is left to the judgment of the individual workers, reports should clearly indicate the procedure to be followed in entering the data.

(4) *Outline a procedure for compiling and using the reports submitted by the individual workers.* Executives cannot justify the expenditure of time by their workers in preparing reports unless they themselves make full use of the information recorded. Some departments have not set up effective procedures for accomplishing this. The committee proposes to outline a suggested procedure whereby the records submitted by individual workers can be consolidated into a report for the department as a whole.

The chairman of the Committee on Statistics for Public Recreation is James S. Stevens, superintendent of recreation in Greenwich, Connecticut.

Committee members appointed jointly by the American Recreation Society and the National Recreation Association include: George Adams, Philadelphia, Penna.; Josephine Blackstock, Oak Park, Ill.; Mrs. T. S. Brungardt, Montpelier, Vt.; Harold Callowhill, Baltimore, Md.; R. Walter Cammack, Whittier, Calif.; Milo F. Christiansen, Washington, D. C.; Donald Dyer, Milwaukee, Wis.; Alvin Eggeling, Oklahoma City, Okla.; William Frederickson, Jr., Los Angeles, Calif.; Mrs. Marion Wood Huey, Miami Beach, Fla.; C. Evan Johnson, Newton Center, Mass.; Ernest W. Johnson, St. Paul, Minn.; Alvin G. Kenney, Boston, Mass.; Thomas W. Lantz, Tacoma, Wash.; Philip Le Boutillier, Irvington, N. J.; Jay Ver Lee, Colorado Springs, Colo.; J. Liddy, Newark, N. J.; Harold G. Myron, Highland Park, Mich.; Mrs. Verna Rensvold, Kansas City, Mo.; Jesse Reynolds, Richmond, Va.; Allen E. Risedorph, Pittsburgh, Penna.; Julie J. Root, Cedar Rapids, Iowa; Sol Z. Rosenbaum, Milwaukee, Wis.; George Sargisson, Wilmington, Del.; William P. Witt, Corpus Christi, Texas.

Committee members appointed by Community Chests and Councils of America, Inc., are: Emanuel Berlotsky,

James S. Stevens

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National Jewish Welfare Board, New York, N. Y.; Arthur H. Jette, New Haven, Conn.; Robert Kerschbaum, Toledo, Ohio; Ruth Pease, Baltimore, Md.; Florence Ray, Cleveland, Ohio; Helen Rowe, Camp Fire Girls, Inc., New York, N. Y.; Harry Serotkin, Pittsburgh, Penna.

Ex-officio members are: W. T. McCullough and Bernice Bridges, chairman and vice-chairman respectively, Committee on Recreation, Informal Education and Group Work, Social Statistics Project; Harry L. Stoops, president, American Recreation Society; and Arthur H. Kruse, chairman, Advisory Committee of the Social Statistics Project. Kenneth Wood, Community Chests and Councils of America, Inc., and George D. Butler, of the National Recreation Association, are serving as staff for the committee.

A REPORT FROM NATIONAL RECREATION CONGRESS*

Recreation on the Campus

A GROUP of college leaders sat down to thrash out some problems together in a discussion meeting on the above subject at the National Recreation Congress in Cleveland. In summarizing their discussion, the general feeling seemed to be that the size of the college campus necessarily is a determining factor in reaching any decision as to where administration of a campus recreation program belongs.

They agreed that a recreation director may be attached to the physical education department or to the office of the dean of women, the dean of men or the dean of students to effect a coordination of recreation activities. Such an arrangement is sound in principle but difficult in practice. An alternate arrangement is that the director should not be under any one department but should supplement all departments. This would mean that, as coordinator, he would perhaps report to the president through the provost of the university. The coordinator should have a policy-making council made up of faculty members and students. Council members might be recommended by the dean of students and appointed by the president. The latter system is being suggested at the University of Illinois.

There are bound to be overlaps in any system of administration since it is difficult and time-consuming to work out who is to govern what. Three divisions were considered under administration:

A. Finance—Various means are used to finance the campus recreation program, such as:

1. Student union fee, with funds apportioned for activities.
2. Student fund, made up of one dollar per student per year and controlled by the students advised by the recreation director. The college pays staff personnel. The director may have a separate budget from which he can supplement the program funds.
3. Dance fund, such as at Oberlin. There, if more is earned than expected from a dance, the extra goes into the dance fund. If there's a deficit, a withdrawal is made from the dance fund up to one half of the total of that fund.
4. Regular university budget. The group felt that the recreation program should be included in this.

B. Personnel—It is not easy to find suitable candidates for the position of recreation director or coordinator. Qualifications should include:

1. Academic standing. Candidate should have good relationships and contacts with the faculty so as to be able to work more easily with faculty members. He might teach in the recreation department.
2. Personality appealing to students.
3. Youth. He should be young enough to be close to students and yet have dignity and be old enough to maintain standing with the faculty and administrative officers.
4. Familiarity with the school. He must know the administrative organization of his university.

C. Program—The group had time to discuss only one program problem. The suitcase-college has many students who go home on week ends. For those left on campus, the University of Denver plans day and week-end trips, providing a bus and station wagon as transportation. If the director can encourage other faculty members to go as chaperones—especially taking their families—he is left free to plan with those remaining on the campus. Trips are an opportunity for the faculty and students to meet outside of class.

Other colleges plan mostly social programs, such as open house teas, dances or informal activities.

It was suggested that the coordinator should use members of the recreation club and recreation majors in working with groups. His job is leadership, and these students can obtain valuable experience from him.

The scheduling of the campus calendar and facilities is a real problem. A student policy committee, rather than a single person, is needed to make the decision on such questions as that of giving joint service when the gym floor must be used for both basketball and cultural activities. (It was suggested that Borax Spangles could be used on the floor for a dance and be mopped up with squeegees afterward.)

Passing from the three administrative divisions, the group considered two further problems regarding campus recreation.

1. The need for a continuous program to interpret to the faculty the campus recreation program.

2. The need to educate students for wise use of leisure time in college and for adult life; to teach them recreation skills. A required cultural course in recreation for all students is needed in order to expose them to a variety of activities—especially those which can be practiced by the individual in later years. New York University conducts such a course, entitled "Personal Living."

The following studies have been made of campus recreation:

"Informal Survey of Campus Recreation Studies Done in Far West States"—June Breck and June Brasted. U.C.L.A. and Mills College, California.

"Study of College Recreation Programs, 1950"—J. O. Miller, University of Indiana.

"Leisure Activities of Sophomore Class at U.C.L.A."—Jean Swenson and Jessie Rhulman.

*Summarized by Priscilla R. Urner, now the area director for the Southern Prince Georges County in Maryland.

Two members of the recreation department classes make their hobby pay.

From Hobby to Business

THAT A HOBBY can be more than just a pleasure is best demonstrated by two Pekin, Illinois, women who are making good use of their hands, and in so doing have turned hobby to profit and have established a venture that has the earmarks of a potential, full-fledged business. Their talents, incidentally, were developed in the handcrafts classes sponsored by the Pekin Playground and Recreation Board. The two friends have combined natural talent for art with shrewd business instincts to set the groundwork for their business venture, which they have named "Celestial Arts."

Specifically, they turn out delicate hand-made Chinese ming trees for resale at leading department stores and have since turned to water colors on cork and paper, beautifully framed to enhance the art.

Mrs. Charles Mickle, better known as Fran of "Fran's Beauty Shop," has set up a display of the art in her shop in the Pekin theater building, where the infant business budded and bloomed from a chance remark from a patron. One of her customers had a "kit" containing all the necessary materials for a ming tree, which were said to be "easily assembled." The patron clipped the ad and asked Fran if she knew anyone who could put the tree together according to instructions. Fran thought of Mrs. Sherman Burdick, a former commercial photographer with a natural talent for art, and that is when the project got its start.

The first effort resulted in a beautiful product—one which was on display for some time before the customer returned to collect it. As a consequence, other patrons saw it, and order after order was handed to the two women. The kits were soon discarded, however, because they were too expensive and because they limited the size of the ming trees. From then on supplies were bought in wholesale lots.

Word got around and soon the projects were on display at Jones Brothers' jewelry store; and enough orders were received to keep both women busy during all their spare time. Next they branched into the Block and Kuhl department stores which are scattered over the northern and central parts of the state.

The California concern that supplies the materials was a bit slow in filling orders, and these energetic workers couldn't stand the monotony of idle time, so they turned to water-color painting.

Clinging to the Oriental theme, they turn out large portraits in vivid colors of Chinese dances, all on sheets of cork and appropriately framed and mounted. Then there are their series of tribal heads, done on ordinary paper in water color, plus relief figurines—all hand-painted.

Even lamps are made from clay molds in Oriental fashion and painted by hand. Miniature Chinese figures add to the collection and are favorites of art connoisseurs.

The lone Chinese figurine placed beneath the ming tree has graduated on occasions to full Chinese gardens, complete with a variety of flowers, characteristic bridges and as many as six figures. These models sell for as much as sixty dollars, with the simpler ming trees on sale for as little as ten dollars. All models are fair traded and sell for the same price in each of the nineteen stores handling them.

These novel handcraft products are formed of bits of driftwood, bark, lichen, moss, wire and plaster of Paris and are enclosed in a bit of pottery; they really have to be seen to be appreciated.

During the past winter, the Pekin Playground and Recreation Board handcrafts classes included figurine painting, shellcraft, block printing, leathercraft, cork craft, textile painting, china painting, Flex Craft, Cryst-l-craze painting and felt craft.

Contributed by Barney B. Maticka, Superintendent of Recreation, Pekin, Ill.

HOW TO DO IT! by Frank A. Staples

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12, 16, or 20 gauge wire.
Copper, Tinned Copper,
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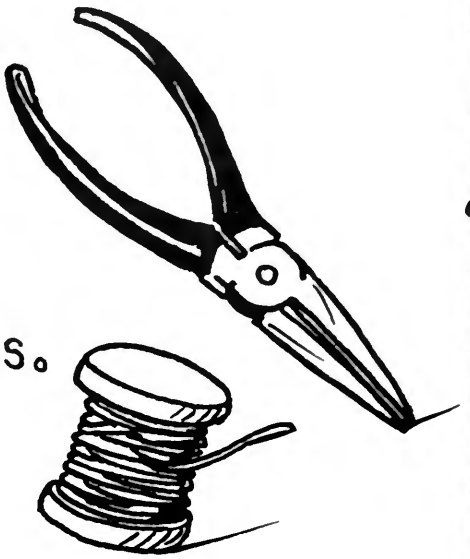

HERE'S HOW!

For Earrings -

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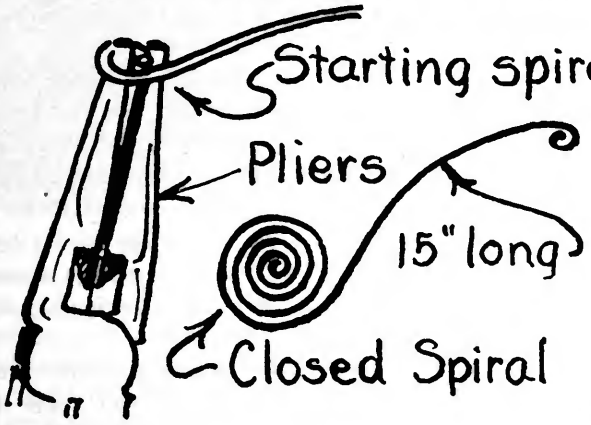
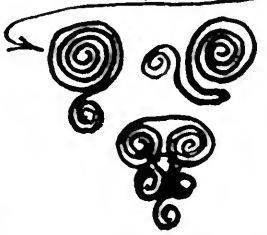


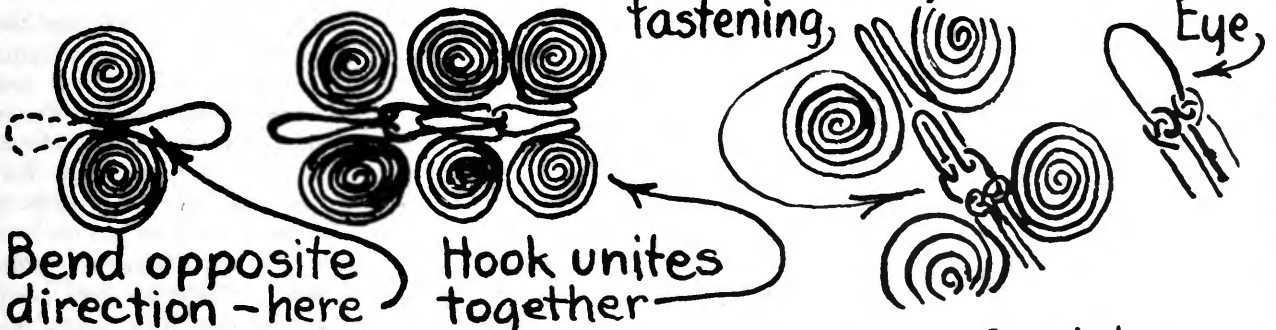
Attach earclip on back.
Use household cement.
Get earclips
at 10¢ store.

Suggested Spirals



For Bracelet and Necklace -

Spiral units attached.



Color plain copper jewelry with liver of sulphur.

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the Business office

Mildred Scanlon

HAPPY is the community center director whose work is also his recreation; but even he must remember the *business* of recreation and that certain business-like procedures must be observed even in so informal a place as the average community center.

Somewhere in the building there should be an office. If space is somewhat limited, it certainly cannot be the biggest or most desirable room since this must be set aside for the library, small interest groups—such as the dramatics club, the music hour, the great book program—or even as practice rooms for the hillbilly band, swingsters, glee club, choral group and so on.

Of course, if the director is lucky enough to have a building that has more than enough large rooms, there's no reason why one of these should not serve as his office. Generally speaking, however, the office doesn't have to be as large as most people think.

From the very beginning, everyone who enters the center should understand that while all the rest of the building is at his disposal, the office is not. This is a place of business, not another lounge.

It's natural for the group to want to congregate in the spot where the director is; for this very reason, he plans his work so that he will not be in his office during rush hours, except in cases of absolute necessity. At such times, he undoubtedly wants privacy, perhaps for a phone call or an unexpected business appointment or conference requiring no audience.

Occasionally one of the members wants a word with the director—or vice versa—in private. The logical place should be the office, but the interview won't be too successful if it is constantly interrupted by passers-by dropping in for a minute and remaining until they are asked to leave.

Business people or interested citizens who drop in to offer goods or services or to make arrangements for the use of certain rooms are favorably impressed with a clean, well-organized, business-like office. They also are impressed with a clean, well-organized, fice filled with empty coke bottles and coffee cups, overflowing ashtrays, candy and gum wrappers and with hordes of people—the young ladies perched upon the desk and the young men with their hats upon their heads and their feet upon the furniture—cluttering up the office.

Sometimes the attraction in the office is not the director, it's the telephone. This is a wonderful invention surely, but at times such a problem that you wish you could get along without it. You can't, of course; you need it for business transactions and for emergency calls. (Incidentally, know and *post* any emergency numbers. We hope you'll never have to use them, but if the occasion should arise, you don't want to have to take the time to look up the police, the fire department or the nearest doctor in the phone book.) Moreover, perhaps the assistant isn't as familiar as you might think with all the business transactions which you usually handle yourself. In your absence on the night of a big dance, let's say, when the lights go out, the mike won't work, the plumbing reneges, the band or refreshments fail to appear, it will certainly help her no end to be able to locate the correct telephone numbers on the list.

An office phone is not like a personal phone. The line must be left open for incoming business calls. Of course, the community center's population can use the phone for little emergencies. They will need to call home occasionally about transportation or change of plans. Their parents might want to call them about much the same things. These calls should be approved by the director. He is simply guarding against the long, drawn-out boy and girl calls or the girl-to-girl gab fests that block the line.

With a business phone in the building, it's necessary that someone be responsible for it during all the time the center is open. It might just happen that some parent must locate a child in a hurry. If she knows he's at the center, calls and gets no answer to the operator's frantic ringing, she has a right to be upset.

Here again is where the youth council or junior leaders can come in handy. They can have a regular schedule and even get some of their school work done while they sit in the quiet office listening for the phone. Needless to say, these folks should observe the director's rules about social visits, food and so forth in the office.

Actually, it's good business training for them—particularly if you teach them telephone courtesy and the correct method of answering and identifying themselves. What's more, it's a great step toward a more efficient and smoother running center.

Recreation has assumed a professional status. Let's have the recreation workers and their offices have the same professional appearance and approach found in other professions.

Miss Mildred Scanlon is a leadership training specialist on the staff of the National Recreation Association.

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Auto-Chess

THE MILTON BRADLEY COMPANY of Springfield, Massachusetts, introduces its new Auto-Chess as a game which can teach the newest chess enthusiast to play within three hours' time.

It sells for $6.95 and includes a complete set of plastic chessmen, a board with a plastic cover and eighty-two instruction sheets and problems.

These sheets can be inserted under the plastic top, helping an individual to learn as he plays. The problems are increasingly difficult, but each sheet contains the moves and diagrams necessary to complete the solution.

Auto-Chess challenges all age groups and enables a larger group of players to enjoy this quiet game of skill without demanding constant and personal supervision.

Decorating with Decals

The Meyercord Company, 5323 West Lake Street, Chicago 44, Illinois, distributes a bulletin to answer the increasing number of questions received about its Decal-Craft, a modern help in teaching color and design.

Hand-painted effects are easily achieved on any surface merely by the process of transferring colorful Decal designs. These are available in a multitude of colors and themes and a wide variety is available at your local hardware, paint, department, notion and five-and-ten cent stores. Many Decal sheets contain several designs to suit the needs of your crafts group.

Summer's Around the Corner

A new diving board and All-American Picnic Grill are among the products recently developed by the American Playground Device Company of Anderson, Indiana.

The grill boasts perfect draft control with its fully-enclosed fire bowl and its six-way adjustable draft door, which produces exactly the required temperature and heats all parts of the grids evenly.

Not only does the adjustable draft improve the quality of the food, but it also means a big saving in fuel, since no heat is wasted in getting the grids hot enough for use. There's a massive one-piece oven, two waffle-type top grids and a one-piece removable grate. Burning wood, coal or charcoal, the grill provides a full 25½-inch by 24-inch grilling and warming area. The ample space beneath the grid may be used for baking or for warming foods. The grill is mounted upon a tested steel pipe support, so that by turning it to leeward as the wind shifts, the cook avoids getting a face full of smoke.

Both the portable and stationary models are on the market. The portable model, weighing 160 pounds and having a base of heavy stove iron, may easily be moved from one location to another. The stationary model, designed for installation in concrete, weighs 140 pounds. In both cases, the grill is readily removed from the support for easy storage.

The American official regulation diving board is solid laminated, constructed exclusively of the top grades of clear, 100 per cent flat dense grain, old growth Douglas fir, carefully selected for moisture content and texture. Each of the twelve laminated sections comprising the board is surfaced, planed and sanded to assure perfect glue joints. The board is prime coated and handsomely finished with two coats of special Johnson's Wax-O-Namel.

The American official regulation diving board comes in lengths of twelve, fourteen and sixteen feet. It is twenty inches wide, three inches thick at the base, tapers to a thickness of one and one-half inches at the diving tip and conforms fully to AAU official regulations.

Luster Clay

A new, colored ceramic clay, with unique properties which make it easy for even beginners to create lifelike artificial flowers and many other decorative ceramic pieces, has been placed on the market by Luster Art Company, Salt Lake City, Utah.

Luster Clay, the new product, requires no firing or glazing and dries with a hard lustrous finish within a few hours. The clay is rolled and pressed between the fingers into different shapes and simply pressed onto the stems. The flowers dry hard in a few hours and are then ready for use.

The clay is sold in complete sets containing leaves and stems for flowers and five jars of clay in white, pink, green, yellow and blue. A few other permanent colors also are available and may easily be blended to produce virtually any shade that may be desired. Luster Clay is ready for modeling just as it comes from the jar, requiring no preparation.

W. C. Sutherland

PERSONNEL

Special Notice

The community recreation movement, from a personnel point of view, had just about recovered from the staggering blow received from World War II when the present emergency developed. The movement had lost many of its best workers not only for the duration of the war but permanently. The present situation is making it necessary for us to extend and multiply our recruiting efforts, and it is hoped that professional workers and friends of recreation in this country will be on the alert to discover and direct new prospects to the National Recreation Association's personnel service.

In connection with the association's cooperative relationship with the armed forces, we shall continue to keep their needs in mind as we plan our recruiting campaigns. Also, in accordance with official requests, we shall do everything possible to identify qualified recreation personnel as they are drafted for military service or called for other emergency assignments.

Workers in the field could help during the present emergency by letting the association know when they, or members of their staffs or associates, are to be called for military duty. This information is important for various reasons. In the first place, it will help us to assist the armed forces in Washington to find qualified recreation personnel. They, in turn, can assist in getting recreation workers assigned to their field of specialization. This procedure should be to the mutual advantage of both military and professional workers. In the second place, this advance information will help us to keep important officials informed, including those responsible for war manpower and the United Defense Fund, regarding the general situation throughout the country. Also, it will help us in the over-all planning of our field service, recruiting campaigns and training programs.

W. C. Sutherland is the director of the NRA Recreation Personnel Service.

Positions Available

The armed services have an immediate need for about three hundred workers to man the overseas clubs. These vacancies, for the most part, call for experienced women between the ages of twenty-four and thirty-five. There are a number of vacancies at the various army headquarters in the continental United States. See the NRA *Playground and Recreation Bulletin Service*, November 1950, for listing.

Executives for small communities continue to be in demand. A number of recent graduates from our recreation training schools have found such positions and are operating successfully. (A few of these include Herbert McMichael, appointed superintendent of recreation in Burlington, New Jersey; Donald MacMillan, apprentice, Westchester County, New York; Clarence Hunsinger, assistant superintendent of recreation, Plainfield, New Jersey; John T. McHugh, superintendent of recreation for Montpelier, Vermont; Robert W. Ruhe, superintendent of recreation in LaPorte, Indiana; and James K. Williams, superintendent of recreation in Keene, New Hampshire.) There are many others, of course, who went into staff positions in public departments and private agencies.

Several positions are available in the rural field and in connection with the university training programs.

A year or so ago at the national convention of the American Psychiatric Association, one speaker declared that in addition to doctors of various kinds, nurses, occupational therapists and attendants, eight thousand recreation therapists would be needed within the next ten years. There is growing evidence of the recognition of the importance of recreation leaders in the hospital field. *Minnesota*—employed approximately sixty recreation workers in state mental hospitals in recent months; several vacancies for supervisors still exist. *California*—positions are available for recreation therapists in state mental hospitals. A second group of applicants may take examinations on February 15, 1951, at locations as near the residence of applicants as conditions warrant and as examining facilities permit.

Candidates who reside in other states will be interviewed as soon as arrangements can be made and as near their homes as possible. Immediate employment is available in several mental institutions. (For further details see NRA *Bulletin Service*, November 1950.)

It looks as if the demand in this specialized area would increase, and it is encouraging to note that some training institutions are giving it more attention. The University of Minnesota has set up a new recreation curriculum on the graduate level for the training of recreation workers in hospitals.

Positions are available in various parts of the country with the YWCA, which wants directors of teen-age programs and young adult programs. Applications should be made directly to Personnel Services, Membership Resources, National Board, YWCA, 600 Lexington Avenue, New York 22, N. Y.

Emergency Affecting Local Services

The military program is beginning to affect regular local and state agencies. Louis Twardzik, state recreation consultant in Tennessee, has just left for service in the United States Marines. Mary Howard, superintendent of recreation in York, Pennsylvania, will soon sail for Europe for service with the American Red Cross. Richard Strasser has left for the United States Army Air Corps, and Ralph J. Andrews, director of the North Carolina Recreation Commission, has been returned to government service. Others are expecting Uncle Sam's invitation and may be called at any time. In fact, as we go to press, we have further learned that Robert Hunter, superintendent of parks and recreation, Roanoke, Virginia, and Frank Jacobelli, superintendent of recreation, Kennett Square, Pennsylvania, are leaving immediately for service in the United States Navy.

News About People

Jay Ver Lee, superintendent of recreation in Colorado Springs, left recently for a three months' assignment in Germany. There, at the request of the State Department, he will be advising German communities as to the organization of community recreation services. Others overseas on a more permanent basis in recreation and youth services include Austin Welch, Katherine Shankland, Clayton Jones, Harry Glore and Tam Deering. James Garrison is still in Europe with the United States Army, possibly somewhere in Austria. Sylvia Weckesser, who has been living in England for a number of years, is returning to America and may again become active in professional recreation. A graduate of the National Recreation School, she served on the staff in Houston, Texas, and just prior to her marriage was superintendent of recreation in York, Pennsylvania.

Ralph McClintock, superintendent of the Park and Recreation Department in Omaha, received an interesting award this year from the Pilgrim Baptist Church. It was an achievement award for his firm stand against racial prejudice.

Mrs. Ruth Pike has been added to the staff of the State Recreation Commission in Washington as a recreation specialist to work with community organization and research.

Harold Teel replaces George R. Vestal as superintendent of the Hayward Area Park and Recreation District, Oakland, California. Mr. Vestal has received an appointment with the California State Disaster Council.

William Cuthbertson, recreation consultant for the Missouri Resource and Development Commission, has resigned and is now with the President's Committee on Religion and Welfare in the Armed Forces.

Training

It is particularly encouraging to see local departments providing new opportunities in the area of apprentice training. The Westchester County Recreation Commission has just taken on a young apprentice, and the recreation department in Kansas City, Missouri, has several opportunities available. This training offers experience in the broad field of public administration, with particular attention to the administration of county and municipal recreation services.

The Implementation Committee on Graduate Study and the Executive Committee on Undergraduate Training have merged and are now known as the Continuing Committee. This is an outgrowth of two national conferences held in Jackson's Mill, West Virginia, and Pere Marquette State Park in Illinois on undergraduate and graduate preparation in the fields of health education, physical education and recreation.

The new committee will have as one of its purposes the promotion of national, regional, state and local conferences and workshops in an effort to improve training. The National Recreation Association will serve on one of the four subcommittees which have just been appointed.

PLEASE NOTE

In the past, announcements of positions have appeared from time to time in the *NRA Playground and Recreation Bulletin Service*. Increasingly and as far as prospective employers permit us to do so, announcements of available positions will be made in RECREATION magazine, the Bulletins, and in the *Membership Newsletter*.

New Sources of Recreation Funds Essential

The need for enlarging the financial base for the support of municipal recreation and park departments is especially acute in cities that are expanding their areas and facilities. This need is recognized in the latest budget message of the mayor of Los Angeles as one that demands action. The message asserts the importance of the recreation and parks function and points out that the expanding program and future plans of the department of recreation and parks will mean increasing costs.

The mayor therefore recommended the imposing of a tax, the proceeds of which would be used exclusively to meet the needs of the department. He indicated objection to an ad valorem tax in view of the burden already carried by real property. The possibilities for new tax revenue and the principles underlying the application of such a tax, which he outlined, merit study.

"Merely to call attention to possibilities, without recommending any specific tax for this purpose, the following suggestions have been made: (1) a local cigarette tax, (2) a ten per cent admission tax equivalent to the amount to be relinquished by the United States Government, if and when the federal revenue measure is amended by Congressional action. A computation indicates that this would yield within the city of Los Angeles about $3,987,000 per annum, taking into consideration a decrease of more than eighteen per cent in admission tax receipts by the collector of internal revenue during the first ten-month period of the fiscal year. Whatever tax is imposed for this purpose, it should be one contributed to in some amount, however small, by the individuals or members of the families of those who use community recreation centers and playground facilities. At the same time, it should be borne in mind that these functions of city government are for the general welfare and that playgrounds serve to decrease juvenile delinquency, thus reducing the cost of crime and justifying almost any kind of a revenue measure that might be imposed for municipal purposes."

Suggestion Box

Filing RECREATION Magazine

SOMEWHERE, recently, we read about an interesting and simple method of magazine filing, for purposes of easy reference, which will just suit some of our RECREATION hoarders. Now that the magazine is a new size, why not set up your own system accordingly?

Clip the contents page from each issue and paste on the right hand page of a loose-leaf notebook, underlining those articles to which you may wish to refer later, and leave the left-hand page blank for your own comments and notes.

At the end of the year you'll have a notebook of ten pages on which your pet ideas are clearly marked and easily identifiable.

Pile a neat stack of the monthly issues, *in chronological order*, upon one of your shelves so that any given number will be easily at hand. Then, by turning to your notebook of contents and running your finger down the list, you quickly can locate that helpful article at the moment when you need it most. Simple, eh?

If any of you have further ideas for simplified filing or indexing, please let us know!

Publicity Tips

No recreation department in Florida or Georgia gets more newspaper publicity than the Jacksonville department. A staff member is assigned the responsibility of preparing it and of keeping in touch with the press. There is scarcely an issue of a Jacksonville paper that does not carry at least one article on recreation.

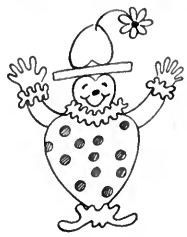
Don't forget to give your volunteers publicity; let their names appear in the papers, for people are always interested in reading what local folks are doing; it's *news!* Learn to spell publicity with those four letters N-E-W-S. Plan your special events with someone on the program who has news value in the community. Make that the lead of your release, going into the reason for the event in the second or third paragraph. Then it becomes the newspaper's business and pleasure to print the *news* of your event.

Remember that a news story should give the answers to the five "W's" in the lead of the story—who, what, where, when and why. These should appear in the first paragraph or in two short paragraphs and are for the purpose of producing a quick, clean and *accurate* picture in the mind of the reader. Turn to your own newspaper for illustrations galore.

Valentine Preparations

Everybody likes to make valentines —especially the younger children. So why not have some pre-Valentine's Day parties or get-togethers for this purpose? If a regular valentine party is in the offing, decorations could be made at the same time. During this activity, lessons of friendship, unselfishness and good will can be impressed upon the children, without emphasis on the sentimental associations of the day. As a matter of fact, the group might decide to make extra valentines for hospital patients, shut-ins or some similar group. Scissors, paste and ideas can be used for family fun too—all spread out on the kitchen or dining-room table.

Many of the necessary supplies can be collected at home—old valentines, magazines, Christmas cards, funny papers and sample wallpaper books. Otherwise scissors, paste, red cardboard, red and white crepe paper and white paper doilies are needed. For party decorations, inexpensive paper drinking cups might be added. These lend themselves to all kinds of covering designs, which the children should make up for themselves, and can be used for nuts or candies. Twisted crepe paper handles can be added. Other possibilities are placemats, placecards, crepe paper hats and a box covered with crepe paper and attractive furbishings, to act as a mailbox for the future affair. Girls' or women's groups might like to try their hands at making heart-shaped cookies, biscuits or candies; while sewing groups could contribute heart-shaped pin cushions, sachets. These could be used as favors or for hospital patients. Scrapbooks would be nice, too.



For the valentines themselves, in addition to pretty lacy ones, don't forget the funny ones—but be sure that the humor is impersonal. Cut-outs from the funny papers can be helpful here, but encourage originality. People from the nature study group, for instance, will have good ideas about bird or animal valentines and, of course, everyone will think of flowers.

Example of What NOT to Do

One recreation and playground program has not been too successful because it did not come out of a desire of the parents to provide a program for their children, but was the project of a club in making a record in a state and national contest.

Guide for Newcomers

A city guide for newcomers to the community, including information of special interest to young married people, was prepared and published by the Schenectady Youth Council. Other features are indicated by the following table of contents: Schenectady, Past and Present (Characteristics of Everyday Life); All Work and No Play (Recreational Facilities); The Shortest Distance Between Two Points (Transportation Guide); Who We Are and What We've Been (Schenectady's History in Brief); Pursuit of the Muse (Educational Facilities Available); Points of Interest Near Schenectady (Suggestions for Short and Longer Trips); Remember the Sabbath (Church Guide).

A hand-drawn map of the city, upon which the various recommended places were keyed, was pasted on the inside back cover of the booklet.

IN THE FIELD

William M. Hay

RECENTLY appointed as representative for the National Recreation Association in the southern district, soft-spoken, curly-haired Bill Hay from Tennessee has an interesting background and an excellent record in association state work to take to his new assignment.

Bill is one of those likable, folksy Southerners who is as sold on the South as a Brooklynite is sold on the Dodgers. He was raised in Memphis, except for two never-to-be forgotten years in Fayetteville, Washington County, Arkansas, and has roamed the southern states ever since. The years in Fayetteville were filled with such boyhood delights as camping and fishing on White River, swimmin' in spring creeks, exploring caves and watermelon patches, attending singins', spellin' bees, box suppers at the one-teacher school to which he trekked three miles each day. At the age of ten to twelve it was not all play, however, for life on the farm in World War I was one of production. Bill cared for a one-acre garden, raised chickens, hogs and owned his first horse. He worked for neighbors in harvesting crops, such as strawberries, apples, potatoes and also helped with haymaking, spraying and the pruning of orchards. It was only natural for him to have an early desire to become a farmer instead of a policeman or cowboy.

From these early experiences have grown his hobbies. He likes the out-of-doors—fishing and hunting, swimming and horseback riding—and photography. Cook-outs, camping and nature study, like the others, are dear, but there is little time to keep up with these now.

While attending school in Memphis, he worked at the printer's trade preparatory to a printing or journalistic career. Upon graduation from Christian Brothers College in Memphis, he continued this activity and studied journalism at night school until he had become a journeyman printer; after which he took a brief, but final, fling at the newspaper field. That yearning for the out-of-doors, coupled with the depression, brought a drastic change in his career.

Soon afterwards, on a two-hundred-mile canoe trip down the Mississippi, he reached a final realization that the land, our natural resources and our human resources are the most important things we have and that to them he wanted to devote his life's work. Upon deciding to travel to see the West, a job —and an opportunity to get more formal training—presented itself at Ft. Worth, Texas. For two and a half years thereafter he pursued studies in landscape architecture at North Texas Agriculture College, Arlington, and Iowa State College, Ames.

With the coming of the civilian conservation program, Bill secured a job as landscape foreman in the construction of state park areas in Tennessee. However, the work programs were not confined just to park construction, but included general experience in reforestation, erosion control conservation and the development of our natural scenic resources. As an extra-curricular activity, much time was spent with the enrollees in taking them on recreational outings—teaching them on the job and interesting them in nature. This aspect of the program brought real satisfaction as these young men, like all young Americans, were eager for expression—for recognition—to learn by doing—to realize the joy of achievement.

At the end of two years, an offer was received from the state of Tennessee for a position as recreation assistant in the Division of Forestry of the Department of Agriculture; this was in 1936. The job was one of cooperation with the National Park Service, USDA and other federal officials in the development of state parks and recreational areas. It was the first job to be established in the Tennessee state government with recreation in its title.

Things were moving fast in Tennessee because the great TVA movement was now well under way. This and the CCC program had created a consciousness of conservation and recreation. In early 1937, the legislature created a new Department of Conservation, bringing together agencies concerned with various aspects of conservation but previously unrelated administratively. It included forestry, game and fish, geology, advertising and information and a completely new Division of State Parks.

All recreational and park activities were transferred to the new Division of State Parks, and Bill was given an opportunity to take a hand in formulating the policies and objectives. A new title, one of those which means anything and includes everything, was acquired. "Land-Use Planner," according to Bill, "meant, in more simple words, General Flunkie." However, it allowed great latitude not only in the specific activity of state parks, but to recreation in the state generally. In 1937, as a result of much leg work, the Tennessee Recreation Association was created. Here all recreational interests came together—college presidents, chambers of commerce, city recreation people, rural and social agencies. Much activity was the result, growing until the war made it impossible. In 1937 the Park, Parkway and Recreation Area Study, sponsored by the National Park Service, was in-

itiated in Tennessee, and Bill was assigned to this comprehensive study.

In 1939 he assumed the duties of director of the Division of State Parks; and, during the ensuing years, received much help and inspiration from such stalwarts as J. B. Williams, first state representative of the National Recreation Association, Connie Wirth, Steamer Bursley and Al Edmunds of the National Park Service. Tennessee park management moved forward. In 1942, through a cooperative agreement with the TVA, a full-time recreation consultant to serve towns and counties was employed, and one of the first services of its kind initiated in the country. Because of the rapid increase in camping in seven state park group camps, the need for good camp leaders had been realized for several years; finally, in 1945, a two weeks' training program was conducted for camp directors and counselors.

During the war, a program was directed by the division, through Lanham Act Funds, to provide recreation and service to soldiers on maneuvers, in twenty-three towns of middle Tennessee.

Bill Hay is a member of the American Institute of Park Executives, National Conference on State Parks and one of the originators of the Association of Southeastern State Park Directors.

He has experienced the struggle to get funds for an important, but new, state service, and has pleaded with legislators for help and needed legislation. The job of selling parks and recreation to the public in general has been a real one and a constant challenge. It was the realization of the problems of state officials, a knowledge of their sincerity and desire to do a good job and a sympathy and understanding for their problems and their accomplishments that helped Bill in working closely with them in his state work. He says, "It would have been impossible for me to work with state officials without having had these similar experiences. Being a state official is like giving birth to triplets—no one knows what you go through unless he has had the actual experience.

"I shall continue to work with them, wherever possible, in the further advancement of recreation in this region."

A closer cooperation with state officials is part of the district representative's job; so more power to you, Bill!

Did You Know?

. . . THAT in the preliminary preparations of the Texas Committee for Children and Youth for the White House Conference, questionnaires were sent to all counties in the state requesting a statement of needs for children and youth. The priority of needs as listed by 104 counties replying were as follows:

Recreation	94 counties
Library Service	90 counties
Health	89 counties
Education	83 counties
Child Care and Protection	77 counties
Handicapped	70 counties
Housing	70 counties
Employment	35 counties

. . . THAT as a result of the notice printed in the October 1949 issue of RECREATION, in which readers were asked to send their used copies to United States Information Libraries in foreign countries, the Department of State reports:

a. Almost all countries reported an in-flow of publications within one to two months after the first notice appeared.

b. Readers send not only RECREATION, but other publications in the same package. We consider this an important addition to the campaign and feel that it should be encouraged.

c. The mailing of your particular magazine seems to lack continuity. The reader will send one copy and then stop in future months, as indicated by the gradual dropping off of receipts in our foreign libraries.

The Department of State also notes that "magazines from the United States seem to be the most important unofficial 'Voice of America' that our offices can possibly expose to foreign populations. We hope, therefore, that you will make it possible for us to continue the steady flow of this valuable propaganda material."

. . . THAT Eugenics Pamphlet Number 66-AA on Home Museums is available, free, to all requests. It includes information on such subjects as "Raising Butterflies," "The Story of a Shut-In," and others. Write to C. M. Goethe, Capital National Bank Building, Seventh and J Streets, Sacramento 14, California.

. . . THAT the Milwaukee Common Council recently dedicated a playground to Dorothy C. Enderis, Director Emeritus of the Department of Municipal Recreation, who retired in 1948 after serving for twenty-six years as its head.

The Dorothy C. Enderis Playground is a 9.7 acre tract in one of the newer neighborhoods in Milwaukee. It boasts a fully-developed area with a field-house that has facilities for club meetings, crafts, cooking and out-of-door dramatics. The hardball and softball diamonds, as well as the tennis courts, have lighting for night use and are completely surfaced. Part of the area is grass and has a park-like appearance to suit the residential neighborhood.

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Magazines and Pamphlets

Scholastic Coach, November 1950
Fleetball for Gym Classes, Richard I. Miller.

Park Maintenance, November 1950
Park-Wise—Are You Keeping Up with the Times? John D. Pennekamp.
Public Golf Increasingly Grows in Demand, Harry L. Morrison, Jr.

Parks and Recreation, December 1950
Let Your Youngsters Build a Park for You, Anthony Cosenza.
Planning for Recreation Facilities and Program, George Hjelte.
Play Areas for Small Children, William Frederickson, Jr.
Sound Stages and Their Construction, Philip Jacobsen.

Journal of the American Association for Health, Physical Education and Recreation, December 1950
Today in Square Dancing, Ed Durlacher.
An Integrated Community Recreation Program, Naidene Goy.
Educational Toys, Evelyn F. Bird.
How We Do It—Flicker Ball, Armond Seidler.
World Trends in Physical Education, Rachel Bryant.
Michigan Inter-Agency Council for Recreation, Edwin G. Rice.

Research Quarterly, December 1950
A Study of Boxing in Selected Colleges and Universities, William E. Harlon.

American City, December 1950
Standards for Garden Apartments, Harold S. Buttenheim.
Seattle's Civic Christmas Ship.

National Parent-Teacher, December 1950
Playthings and Play Therapy, Ethel Kawin.
Having Fun Together, Adele Franklin.

Journal of the National Education Association, December 1950
No More Roman Holidays (Highly Organized and Competitive Athletic Programs Have No Place in the Elementary and Junior High School), Laurence E. Houston.

Selected List of Latin American Song Books and References for Guidance in Planning Programs of Music and Dance, prepared by Leila Fern Thompson. Department of Cultural Affairs, Pan American Union, Washington, D. C.

Conference of Leaders in Elementary Education. Federal Security Agency, Washington, D. C.

Senior Age Clubs, Jerry Caplan. Hennepin County Welfare Board, Minnesota.

Following Indian Trails, Camp Fire Girls, Incorporated, New York. $.25.

Forced Landing, Frankie Culpepper Goerges and Frances Loomis Wallace. Camp Fire Girls, Incorporated, New York.

Arts and Crafts Thru the Seasons for Recreation Leaders. Recreation Division, Welfare Department, Kansas City, Missouri. $1.00.

Junior Hy-Y Program Kit. Association Press, New York. $1.50.

Modern Felt Handicraft. The Handcrafters, Waupun, Wisconsin. $.50.

Metal Modeling Handicraft. The Handcrafters, Waupun, Wisconsin. $.50.

FREE Table Tennis Information

Recreation Directors, Coaches, Scout Leaders, Y Directors, others. Nothing to buy. No entry Fee. Simply hold a Table Tennis Tourney. We furnish awards, instructions, rules, etc. **FREE.** Simply send a 1 cent postcard for information.

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20 E. Jackson RM-1111A Chicago 4, Ill.

Books Received

Basketball for Girls, Wilhelmine E. Meissner and Elizabeth Yeend Meyers. A. S. Barnes and Company, New York. $1.50.

Boats, Airplanes and Kites, Armand J. LaBerge. Charles A. Bennett Company, Incorporated, Peoria, Illinois. $2.50.

Cinderella's Friends, told by Jane Werner. Simon and Schuster, Incorporated, New York. $.25.

Day at the Zoo, A, Marion Conger. Simon and Schuster, Incorporated, New York. $.25.

Every Day's a Holiday, Ruth Hutchison and Ruth Adams. Harper and Brothers, New York. $3.50.

Flies, J. Edson Leonard. A. S. Barnes and Company, New York. $5.00.

Skeet and Trapshooting, Dick Shaughnessy with Tap Goodenough. A. S. Barnes and Company, New York. $3.00.

Skiers' Song Book, The, compiled by David Kemp. Pacific Books, Palo Alto, California. $2.50.

Social Welfare Forum, The, 1950. Published for the National Conference of Social Work by Columbia University Press, New York.

Sport Judo, Charles Yerkow. Stackpole and Heck, Incorporated, Harrisburg, Pennsylvania. $3.00.

State Recreation, Harold D. Meyer and Charles K. Brightbill. A. S. Barnes and Company, New York. $3.50.

Working with Teen-age Gangs, a report on the Central Harlem Street Clubs Project, Paul L. Crawford, Daniel J. Malamud and James R. Dumpson. Welfare Council of New York City. $2.75.

Youth Hostel Story, Oliver Coburn. The National Council of Social Service, London, England. Available through the American Association of Social Workers, New York. $1.40.

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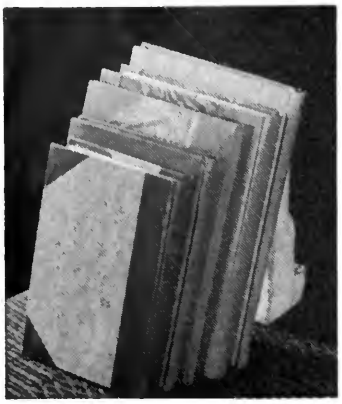

new Publications

Covering the Leisure-time Field

Square Dances of Today and How to Teach and Call Them

Richard Kraus. A. S. Barnes and Company, New York. $3.00.

DICK KRAUS, who is in charge of the square dance program at Teachers College, Columbia University, and teaches courses in folk, square, social and children's dances there, has led square dance groups in many parts of the country. He is also chairman of New York State's Westchester County Square Dance Association, and has been on the staff of Folk Festivals for the United Nations. With this background, he is in a position to know what he's talking about in this all-around manual for square dance callers and teachers—both those in the field and those who would like to enter it. Its how-to-do text is designed to help anyone organize and conduct a square dance program; and it offers new dance and instructional material to broaden the program of experienced dancers. The dances included are drawn from all parts of the country, a number of them being presented for the first time in book form; while the piano arrangements have been prepared with two ideas in mind: first, to preserve the folk character of the dances and, second, to keep the level of difficulty within the ability of the nonprofessional pianist. An article by Dick Kraus —"One World On Your Playground" —appeared in the April 1949 issue of RECREATION.

Planning the Older Years

Edited by Wilma Donahue and Clark Tibbitts. University of Michigan Press, Ann Arbor, Michigan. $2.50.

ONE OF THE most recently-inaugurated projects, conducted through the close cooperation of campus departments and extension service at the University of Michigan, is the development of a program in gerontology—in which courses, institutes or conferences, research and publications are involved. This is a joint experiment of the University's Institute for Human Adjustment and the extension service.

Assuming that those who have grown old know best the nature of the impact of that experience, the institute turned to the older people themselves in preparing an entire book, *Living Through the Older Years*, edited by Clark Tibbitts and published by the Michigan University Press in 1949.

The present book has been planned as a companion volume, its chapters being organized around three of the need areas which the older folks brought forth—living arrangements, recreational activities and employment.

Papers on these topics are presented by such authorities as: Nathan W. Shock, chief of the Cardiovascular Disease and Gerontology Section of the National Institutes of Health in the Public Health Service; Ollie A. Randall, consultant on services for the aged to the Community Service Society, New York City; Henry S. Curtis, Ph.D., lecturer, author and leader in the area of recreation and one of the founders of the Playground Association of America —now the National Recreation Association; Helen Graves Lane, assistant director of the Chicago Community Project for the Aged; and others.

Here is excellent background reading for those who are conducting or planning recreation programs for this age group.

Municipal Auditoriums

Farrell G. H. Symons. Public Administration Service, Chicago. $2.50.

THIS PUBLICATION meets a long-felt need for up-to-date information on municipal auditorium management, operation, construction and costs. The object of Mr. Symons' survey was to assemble factual data about the construction, management and operation of civic auditoriums throughout the country, and to present a discussion of some of the questions which these structures commonly involve.

The volume was prepared principally from responses submitted by 174 localities to questionnaires which included twenty-four specific questions and invited comments and suggestions from the various cities, based upon their experience. The officials supplying the information were most frequently, in the larger cities, the auditorium managers or the heads of departments controlling the auditorium; in the smaller cities, the mayor, city clerk or city manager most often responded.

The following titles from the table of contents indicate the specific nature of the data presented: Physical Aspects of Auditoriums, Management and Control, Financial Problems, Rental Schedules, Types, Facilities and Uses. Many statistics are presented for each of the auditoriums included in the study.

In the summary and conclusions, Mr. Symons states that the information assembled warrants the belief that auditoriums, by and large, have proved worthwhile undertakings for municipal governments. They can scarcely be regarded as important sources of revenue but they can meet definite community needs which, in many cases, could be satisfied by no other existing means.

One of the most useful sections of the report is the discussion of the factors which should be considered by a community contemplating the construction of a municipal auditorium. *Municipal Auditoriums* should prove of great assistance to cities now weighing the pros and cons of erecting auditoriums, as well as to those which already have such buildings.—*George D. Butler*, Director of Research, National Recreation Association.

Recreation Leadership Courses

(Sponsored jointly by the National Recreation Association and local recreation departments)

January, February and March 1951

HELEN DAUNCEY Social Recreation	Toledo, Ohio January 8-11	A. G. Morse, Supervisor of Recreation, Department of Welfare 214 Safety Building
	Bridgeport, Connecticut February 5-8	I. Robert M. Shultz, Superintendent, Department of Recreation, Sturdevant Building, 925 Main Street
	Cohoes, New York February 12-15	Sidney G. Lutzin, Assistant Recreation Supervisor, New York State Youth Commission, 30 Lodge Street, Albany 7
	Richmond, Virginia March 26-31	L. E. Kibler, Assistant Supervisor, Health and Physical Education Safety and Recreation, State Board of Education
ANNE LIVINGSTON Social Recreation	Greensboro, North Carolina January 8-11	Miss Mabel Smith, Director, Women's and Girls' Activities, Parks and Recreation Department
	Fayetteville, North Carolina* January 15-18	Selwyn Orcott, Superintendent of Recreation and Parks, Room 212, City Hall
	Winston-Salem, North Carolina January 22-25	Loyd B. Hathaway, Superintendent, Department of Recreation
	Salt Lake County, Utah February 5-8	Paul S. Rose, Superintendent, Salt Lake County Recreation Department, 5177 South State Street, Murray 7
	Ogden, Utah, and Weber County February 12-15	Ellis S. McAllister, Director, Weber County Recreation Department, 712 City and County Building, Ogden
	Oakland, California February 10-22	Robert W. Crawford, Superintendent, Recreation Department, Municipal Auditorium, 21-12th Street
	San Mateo, California February 26-March 1	M. C. Thiltgen, Superintendent, Recreation Department, Civic Center
	Redding, California March 5-8	Merritt A. Nelson, Superintendent of Recreation, City Hall
	Long Beach, California March 12-15	Walter L. Scott, Director, Municipal and School Recreation, Long Beach Recreation Commissoin, 715 Locust Street
	Santa Monica, California March 26-29	Leonard F. Bright, Director, Department of Recreation, 1130 Lincoln Boulevard
MILDRED SCANLON Social Recreation	Rockford, Alabama January 8-12	C. W. Thompson, Superintendent of Schools, Coosa County
	Monroeville, Alabama January 15-19	H. G. Greer, Superintendent of Schools, Monroe County
	Chatom, Alabama January 22-26	T. B. Pearson, Superintendent of Schools, Washington County
	Camden, Alabama January 29-February 2	W. J. Jones, Superintendent of Schools, Wilcox County
	Opelika, Alabama February 5-9	T. H. Kirby, Superintendent, Opelika City Schools
	Greenville, Mississippi February 12-15	E. M. Ward, Superintendent of Recreation, Park Commission
	King County, Washington March 5-22	David DuBois, Superintendent of Parks and Recreation, King County, 608-A City County Building, Seattle
FRANK STAPLES Arts and Crafts	Greenville, South Carolina January 8-11	Greenville Community Council
	Montgomery, Alabama January 15-25	T. A. Belser, Superintendent of Recreation, Room 108, City Hall
	Roanoke, Virginia January 29-February 8	Miss Margaret B. Smith, Supervisor of Playgrounds and Community Centers, Department of Parks and Recreation
	Kinston, North Carolina* February 12-22	W. L. Fay, Superintendent of Recreation
	High Point, North Carolina* February 26-March 8	Shore Neal, Superintendent, Park and Recreation Commission
GRACE WALKER Creative Recreation	Charlotte, North Carolina and Fayetteville, North Carolina January 27-February 3	Clinton L. Blake, Chairman, Western District, North Carolina High School Drama Association, 1415 Beattie's Ford Road, Charlotte 6, North Carolina
	Iowa February 19-23	Mrs. Gertrude Skow Sanford, Extension Specialist in Recreation, Iowa State College of Agriculture, Ames, Iowa
	Warrenton, North Carolina March 12-15	Miss Anna M. Cooke, Supervisor, Negro Schools, Post Office Box 26, Warren County

*North Carolina Recreation Commission is participating in the sponsorship and planning of these training courses.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of courses, registration procedure and the like, communicate with the sponsors of the courses as listed above.

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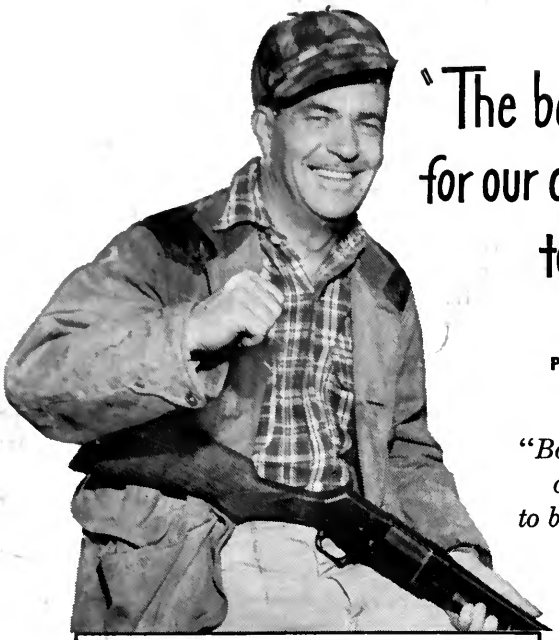

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Spring Parties

Here are some suggestions for your spring parties in celebration of St. Patrick's Day, Easter and April Fool's Day. The publications listed may be obtained from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

St. Patrick's Day

Games for St. Patrick's Day (MB 1309)—Various suggestions for your party . . $.10

St. Patrick's Day Party, A (MB 1618)—Invitations, games, refreshments . . . $.10

Suggestions for a St. Patrick's Day Program (MP 101)—Decorations, games, a play and bibliography . . . . . $.25

Top O' the Mornin' (MB 1055)—Games with a real Irish flavor! . . . . . $.10

Easter

Easter Bunny Magic (MB 1971)—Novel ways for coloring and decorating Easter eggs . $.10

Easter Carol Sheets—The words of six famous Easter Carols . . . . . per 100 $.80

Easter Crafts and Games (MP 299)—Games, favors, kitchen printing and so forth . $.15

Easter Egg Party (MB 1920)—All the trimmings for a successful party . . . . $.10

Easter Processional and Community Carol Program (MB 2031)—A floral processional with diagrams, music and poetry suggestions . . . . . $.10

Program Suggestions for Easter (MP 244)—A bibliography listing plays, pageants, pantomimes and services of worship . . $.15

Stories of the Easter Carols (MP 120)—How the most famous Easter carols came to be written . . . . . $.10

April Parties

April Fool (MB 2028)—A tangle party and other suggestions for April Fool's Day . $.10

April Shower, An (Reprint)—Not an April Fool's Day party, but an April party complete with raincoats and rubbers! . . . $.10

Fools' Names and Fools' Faces (MB 1293)—Party ideas that can be used for large groups—from forty to two hundred participants . . . . . $.10

Laughter Party (MB 1171)—An April smiles or laughter party. Hilarity is the keynote of this event . . . . . $.10

Stupendous! Colossal! It's a Circus Party (MB 1983)—A gay, spring party complete with decorations, refreshments, carnival games, side shows, and freak attractions $.10

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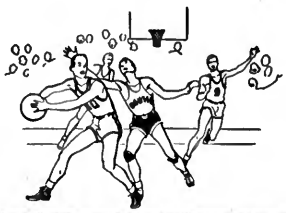

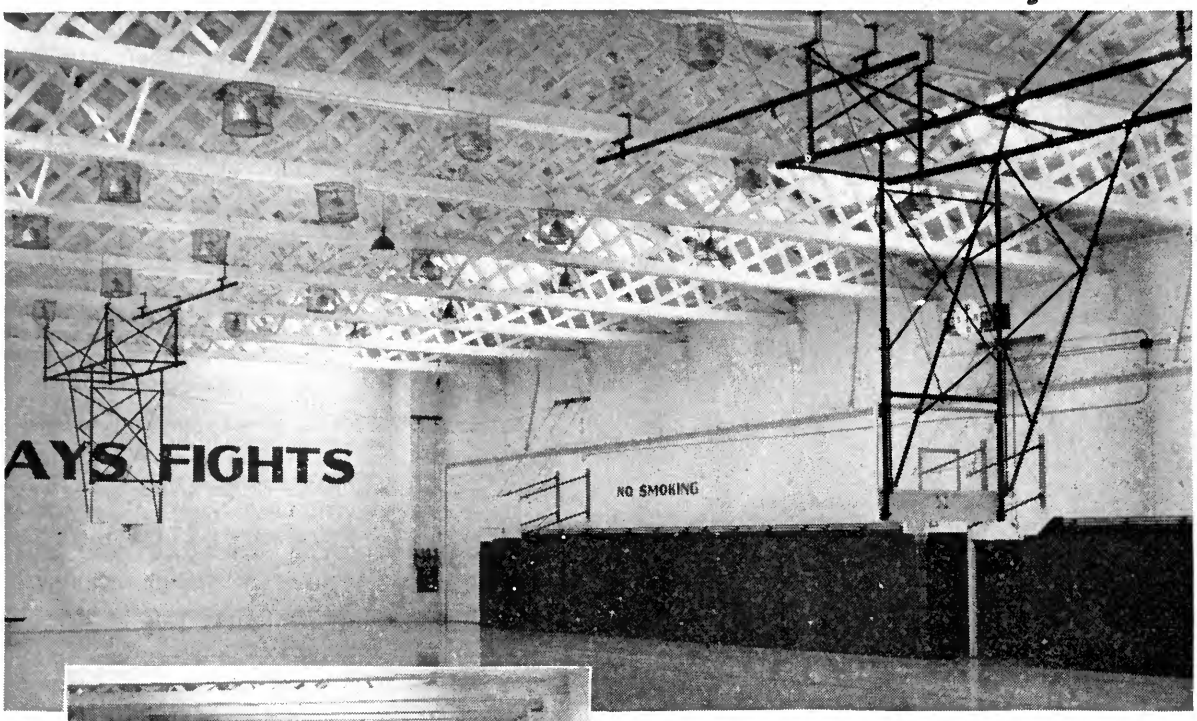

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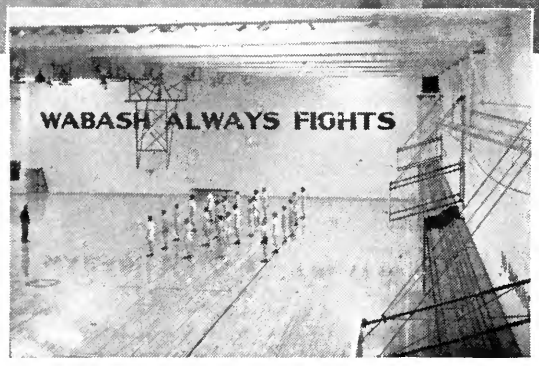

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Recreation

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On the Cover

Building with blocks; building with men—these two processes seem completely apart. Yet, they both have one important element in common—recreation.

This youngster is absorbed in his chosen activity of constructing a house, a castle—or whatever his imagination dictates. This is his recreation of the moment and he enjoys it. At the same time, unknown and unimportant to him *now,* he is learning to build a foundation of good citizenship. For each play activity opens its own door to other worlds, revealing his role as member of the family, neighbor of the community, citizen of the world. Photo courtesy "All the Children," Board of Education of New York City.

Next Month

Index Time! St. Patrick's Day! Easter! Plus many pertinent features on program activities, administration and other important topics!

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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Recreation and Democracy

Dorothy S. Ainsworth

TODAY, MANY PERSONS are deeply concerned with the future of democracy and personal freedom. We admit the need for preparedness. We know that the nation must be preserved —preserved that we may have this same freedom. But the ideal of democracy needs to be much clearer and more vivid in the minds of this and the next generation. The ideal of the freedom and rights of the individual must be kept alive and must have a vital meaning to us all. With the possibility of being, over a period of years, a garrison state (country), we know too that we will have some of the earmarks, at least, of a military state—even though ours is a democratic army which acts to preserve democracy and is indeed our salvation and protection. But we need even so to hold close our ideas of a democratic existence.

The vagueness and variety of the conception of what democracy is handicap us in the pursuit of our ideals. To some democracy means (beside Coca-cola and movies) freedom from all responsibility—personal, civic or national. To others democracy means a high degree of individual responsibility for the betterment of city, state and nation, as well as for self-development. In all cases it is the individual, not the mass, who is the basic core of democracy; and the coordinated efforts, energy and responsibility of individuals make possible group action for the maintenance and betterment of city, state and national affairs. This action is not forced however; it is the will of the majority of the representatives of the people.

We have ceased to assume that people know automatically what democracy is and why they, as individuals, are important in the democratic scheme of things. We know that the minds of many are distracted with concrete and fascinating things from Toni waves to baseball. We know that even if they favor democracy in theory, they must feel the reality of this theory through practice. They must, through practice in, and understanding of, democratic behavior, grow up with a strong feeling for individual freedom and group responsibility. They need practice and action involving work and play with, and for, others.

There is in the field of recreation a tremendous opportunity for wise and skillful leadership in just such practices. The recreation situation lends itself readily to these further goals. Recreation leaders serve groups of persons who may range from the very young to the very old, but who have some mutual interest. Members of a group may wish to learn to paint, weave or, if older, to give a play, sing in a chorus or form a club, and so forth. They will do all this as members of a group. A good leader helps in the organization of the group for whatever they may wish to do, but he or she is also able to help this group feel that it is their activity and to see that these persons have some responsibility as well as enjoyment out of the affair.

This need for democratic practices is recognized and accepted, but it is more easily accepted in theory than in practice. In the first place, the leader needs tact, instinctive feeling for people, sympathy, ideas and an inner strength that he or she may be able both to give away and yet retain authority in the handling of groups. In the second place, we need the principles of democracy put into simple lay language. We need a "Ten Commandments" of democracy for all to learn, study and practice. The ideas of democracy should be firmly fixed in the minds and hearts of the young if it is to survive. It is indeed necessary to know, as well as practice, the ideas embraced by the word democracy.

In the third place, we need young democratic leaders who are articulate as well as the skillful teachers or leaders of drama, art, music, games and so forth. So it goes back to the person and to his or her skill, knowledge, personality, and above and beyond all this, his or her *belief* in democracy. Will he believe it worth his while, his time and energy, to work for democracy? If yes, then these are the leaders we need. The recreation field is indeed a "gold mine" for the understanding of, and practice in, the democratic pattern of life if the leaders can be experts in democratic leadership as well as experts in their own field.

This is a challenge and an opportunity for leaders today. We believe that they are aware of this and of the need, as well, to further the training of our children and youth in democratic theories and practices. Such leadership will give recreation a place and standing of great importance throughout our nation. For, in recreation, we are not dealing simply with busy work or unimportant play to keep the young out of mischief. We are giving much, much more and seeking, under wise leadership, to build responsible, enthusiastic citizens. This is the goal and the need in our world of today.

Miss Ainsworth, of Smith College, is president of American Association for Health, Physical Education and Recreation.

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Robert Garrett Retires

Judge Coleman presents a book to Mr. Garrett "in which are inscribed the affection and gratitude of many of his associates. . ."

LAST JUNE TENTH, the Mayor of Baltimore, Maryland, accepted the resignation of Robert Garrett as chairman of the board of the Department of Recreation and Parks. On November thirtieth, several hundred fellow citizens tendered him a testimonial dinner to express their appreciation for his many contributions to the community over a period of more than fifty years.

The principal speaker, Phillip B. Perlman, Solicitor General of the United States, used these words of John Greenleaf Whittier to describe Mr. Garrett:

"Formed on the good old plan,
A true and brave and honest downright man! . . .
Loathing pretense, he did with cheerful will
What others talked of while their hands were still."

Financier, public official and civic leader, one of Robert Garrett's principal interests has been the field of public recreation. He was one of the organizers in 1907 of the Baltimore Public Athletic League, which later merged with the Children's Playground Association to form the Playground Athletic League. He also served as chairman of the Board of the Department of Public Recreation and, until this past year, as president of the Baltimore Board of Recreation and Parks. In December 1949, he was honored by local radio station WBAL for achievement in American sports.

In addition, Mr. Garrett has been, and continues to be, a member of the Board of Directors of the National Recreation Association since 1910, serving as its chairman from 1941 until May 1950.

Typical of the man is the fact that all his civic activities have been performed without thought of personal aggrandizement, but in response to his own conscience and sense of duty to his fellow man. Seeking ever to further the recreation movement in America, he has been an active sponsor of the NRA since 1922.

In a letter to Mr. Garrett, Joseph Prendergast, executive director of the association, wrote:

"It gives me great pleasure and satisfaction to record here the deep feeling of appreciation the National Recreation Association holds for you . . .

"The Board of the National Recreation Association is justly proud of your forty years of splendid, unselfish service as one of its members and of the nine years within that period during which you served as chairman of the Board. Times without number, your broad experience and personal knowledge in the fields of recreation, sports, education, finance and the cultural arts have strengthened the deliberations of the Board and given its members a sense of renewed confidence.

"If the entire recreation movement were articulate, I am sure that it would express to you a heartfelt 'thank you' for all your contributions of time, thought, service and money, and for the broad financial support you have helped to make possible through your contagious enthusiasm for this great work."

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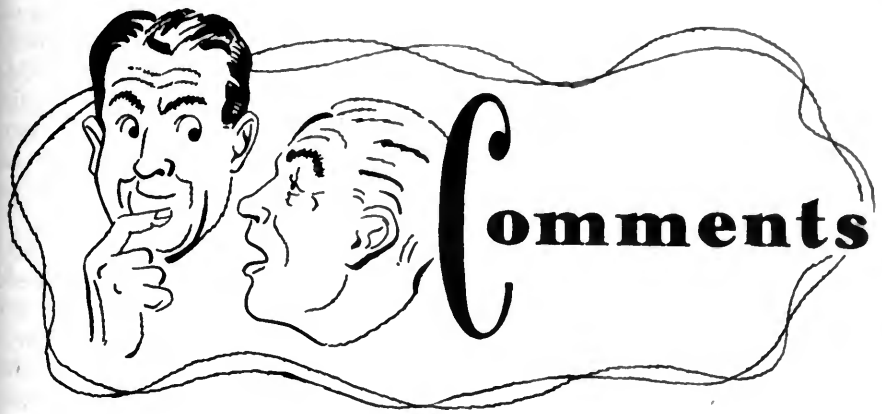

"Whither 'Western' Square Dance?"

[So many letters were received by RECREATION regarding this article that we doubt that we shall be able to publish all of them. Our sincere thanks to those who have shown so much interest.—Ed.]

Sirs:

Hats off to the author who took off the lid from the frenzied "western" square dance picture! His article must have made faces red and stirred up a lot of guilty consciences.

During the days of WPA recreation, Denver and Colorado became nationally recognized for reviving the old "western" square and round dances. A practical program was maintained; classes were filled to capacity; callers and teachers were primarily interested in the comfort and pleasure of the dancers. Fun was stressed rather than perfection. People were able to relax in the dancing of basic fundamental figures to the rhythmic old familiar tunes of a fiddler. An occasional tricky call was injected, bringing cheers of approval from the dancers. These tricky mix-up calls were the exception rather than the rule. Relaxed dancers in those days were able to converse and smile while dancing squares or the smooth Varsovienne, Schottische and Rye Waltz. They changed partners freely; there were few cliques.

With the exit of WPA recreation, square dancing became practically extinct in Denver. Only a few private and quasi-public groups survived. Most callers found that they were unable to hold their dance clubs together without the publicity and the constant feeding of new people into their groups which results from a large scale public program.

In 1944, the newly-organized Denver Municipal Recreation Department picked up the threads where they had been dropped by WPA, employing some of the same skilled leadership. Since then, instruction classes have been scheduled during winter months in school gyms and recreation centers throughout the city. A basic teaching program has been offered. Filled to overflowing, these classes have served as a feeder to the many private and quasi-public clubs and groups which have appeared over the area. The city recreation department has run no big-time dances during the winters for the so-called square dance graduate. No attempt has been made to teach the extreme steps and figures.

The department has buffeted the constant stream of new dance inventions obviously dreamed up by callers either in their mad dash to "keep ahead of the other guys" or for the increasingly apparent incentive of financial gain. Prima donna callers, with their selfish ambitions, have caused confusion for the public which is seeking recreation. Not satisfied with their opportunities for portrayal of individual style in calling, they have found it desirable even to change the dance pattern itself. To satisfy their greed, many callers have totally crowded the musical accompaniment into the background so that only the accents can be heard. These callers have not wanted to share credit with co-workers, but to run the show!

The recreation department organized and sponsors the Denver Square Dance Callers Association to assist in such matters as standardization of dance figures and dress, training of new callers, encouragement of dignity and other undertakings for the development of square dancing as recreation.

Outdoor dancing "under the stars" has been conducted at Denver's Civic Center, the Park of the Red Rocks and at other parks during the summer season. With facilities filled to capacity, a moderate, well-balanced program has been offered to meet the ability of Mr. and Mrs. Average Dancer.

The leadership behind Denver's recreation program has been alarmed at the trend toward faster exhibition-type square dancing. It knows that it can satisfy and appeal only to that minority of dancers who can master it. It knows that after the elimination of all of those who cannot keep up with the pace physically, all of those who cannot master the skills because of mental or rhythmic limitations, all of those who just plain "get disgusted with all the new stuff," all of those who drop out because of a distaste for the ever-increasing cliques, and for other reasons, the good old "western" square and round dancing will be among the dead!

Afterwards, what other activity can be substituted that will provide such healthy, friendly fun for so many thousands of people? Let us who have had our hands on the square dancing pulse for so many years grab the wheel, steer out of this rut and get back into the middle of the road before the rut becomes a grave. It's later than you think.

ELIZABETH FOWLER,
Supervisor of Recreation,
and J. EARL SCHLUPP,
Director of Recreation,
Department of Recreation,
Denver, Colorado

Sirs:

This well-written article certainly points out dangers and hazards to avoid if possible. I am quite sure that all of the evils indicated will appear in some form in all sections of the country.

Nevertheless, I feel that there are elements of the superficial in the viewpoint of anyone who condemns a whole

movement or a phase of a movement because snobs and exhibitionists appear here and there. After all, even anything as healthful as the square dance movement cannot change character overnight. Unfortunately, sometimes and in some places, the snob and the exhibitionist predominate. Most times, however, such people become so thoroughly mixed with the "real people" type of dancer that the superiority complex rubs off.

The author deplores some of the complicated figures and other "gingerbread" which he says characterize this dancing. No one will argue that here and there too much of the "star, grab, grab, grab, star," to quote Pappy Shaw, type of thing does not take place, but there is nothing to be said for dancing "down the center and cut off six" forever either. One of the finest features of square dancing is the fact that while it can be made simple enough that the beginner can learn enough about it to have fun in a few minutes, there continues to be a challenge for the "addict" in learning dances which call for an increased degree of skill. I do not believe the quarrel lies in the fact that there are complicated dances but, rather, in the fact that all too often dancers are shoved into something of a complicated nature without having had the basic preparation. The old things and the simple things must be learned first; but it is my contention that there must be some of both. If everything is simple or if everything is complicated, we have a diet which soon palls. Even the highly-skilled dancers enjoy the simple dances now and then, and the beginning dancer certainly should look forward to the time when he can do some of the more complicated routines whether for exhibition or personal pleasure. Without some place to go, interest wanes. One of the reasons that this type of dancing died out before was the constant repetition of the same old thing over and over and over. I certainly make no case for the epidemic of "new danceitis" that is sweeping some parts of the country—for many of the new dances are trash and not worth the effort—but never to change anything is unthinkable, too.

The writer also deplores the urbanized dance and indicates a longing for the return of the truly rural type. I happen to be working in a section of the country where, until the recent revival, the old rural "eastern" dance predominated and where I have some opportunity to observe the old as well as to help engineer the change to the new. Let me express a hearty preference for the urbanized form, even if this sometimes results in a "stylized routine . . . with whirls and acrobatics of exhibitionists," as compared to the rough stuff of the old barnyard style. Far better a few reasonably smooth whirls, even if they do violence to the structure of the dance, than the hopping, stamping, yanking and throwing each other about that seem to characterize the rural dance. The modern caller, even when he has too much patter and breaks rhythm a bit here and there, is a far cry in advance of the old caller who bellowed nasal commands which no one except close relatives and people who had danced to his calling for years could possibly understand. At least, modern "western" callers can be understood and we do not very often have, in "western" dancing, that frequent development of eastern rural areas where every set has its own caller, with every group on the floor doing a different thing and confusion reigning supreme.

The author deplores alike the dressing up of the dancer in the "western" dance as well as the dressing up of the dance. In the West we have come to feel that it is one of the fine things about this type of dance that the dancers are taking enough pride to dress the part. Even though, occasionally, costumes are over-elaborate, they are certainly more suitable than the suit and "Sunday best" type of thing to be found at the usual rural dance.

I cannot help but feel that in spite of the author's fears, the future of "western" square dancing is reasonably sound and that the general development is healthy. Nevertheless, the evils to which the author objects must be prevented from becoming too widespread if the square dance movement is to continue to be the great recreational outlet that it is now.

KENNETH FOWELL,
Director of Recreation,
Department of Recreation,
Great Falls, Montana

Sirs:

Many people whom I meet during the course of calling and teaching groups will inquire as to whether the so-called boom in folk and square dancing is not a fad.

One of the explanations given is that it is not a fad, but has experienced an uphill climb for approximately fifteen years or more and that it is here to stay and will continue to grow.

The "why" is in an article written in the *English Dance and Song* pamphlet, September 1950, by D. W. Kennedy, who says, "I must admit the rustic square of 1938 has grown into a very versatile and sophisticated model in 1950. The square . . . seems able to shape itself to all types."

As a child grows, we know that certain growing pains are experienced. Naturally, it is up to the parent to see that the child does not develop anything serious from these ailments. At the same time, the wise parent knows that the child must be given a little slack so that he will have experiences where, by doing and making mistakes, he will learn—and still be guided by the parent who holds the reins.

Some of the growing pains of "western" square dancing, which one recreation leader calls "extremes," show up in snobbery, exclusiveness, condescension and superiority complexes; but "western" dancing is growing to a greater stature, is young and capable of more maturity.

The flair, the publicity, the clubs, the glamor, the catchiness of it all, the dress and costumes and even the complexities of dancing are some of the methods which have wonderfully engulfed thousands of new people in a fine and healthy recreation activity.

It is known that in order to stimulate interest and learning, there also must be a *challenge*. Therefore, some of the extremes, such as trick figures and exhibitions, can also be considered as motivating forces. There are people and groups who are interested in doing and learning these complexities (so-called) of dancing, just as there are people and groups who are only interested in doing the easy, relaxed type of dancing. . .

Surely the leaders, the people and the communities of other parts of the country who do not like a particular form or method of dancing do not necessarily have to discard the entire article but can look at it objectively and use parts which can be adapted to their own needs. . .

And last, but not least, is there not a possibility that we are heading for a higher standard of dancing?

MURRAY DRILLER,
Instructor
New York City School System

Things You Should Know . .

♦ CONSOLIDATION of the Associated Services for the Armed Forces and the United Service Organization has been approved by boards of both organizations at a recent meeting. The new organization will be called United Service Organizations, Incorporated, and is expected to include the old war-time agencies that originally contributed to its work. These are the Young Men's Christian Association, the National Catholic Community Service, the Salvation Army, the National Jewish Welfare Board, the National Travelers Aid Association, the Young Women's Christian Association and Camp Shows, Inc.

The USO was founded on February 4, 1941, but ceased operations on December 31, 1947. Called back into service in July 1948 at the request of President Truman, it was again deactivated on January 31, 1950, because of lack of funds. At that time its executive committee recommended that corporate entity be retained so that it would be available for immediate service in a national emergency.

♦ A DRAFT OF SUGGESTED PROCEDURES and criteria has been filed by the National Recreation Association with the National Production Authority for the approval of exceptions for recreation projects from the provisions of Order M-4 on the basis of their contribution to the national defense program or hardship to the communities if they were not granted exceptions. The association is grateful to the many local recreation and park leaders who sent in so many constructive suggestions for these criteria in response to its Newsletter of December thirteenth. These were very helpful in drafting the statement submitted to the National Production Authority.

♦ MANY RECREATION EXECUTIVES and staff workers bring their personnel records up-to-date with the National Recreation Association's Personnel Service periodically. This practice has proved to be mutually beneficial to both professional workers and to the recreation movement.

Because of the national emergency, this might be a good time for workers who have not done so recently to notify us if they are available for permanent or temporary emergency assignments. Because of our cooperative relationships with those responsible for recreation personnel in the armed forces, it is important that the association know when recreation workers are leaving for military or war-connected assignments.

♦ ACCORDING TO AN AGREEMENT with the City Council, the Planning Commission of Charlotte, North Carolina, refers all plans for subdivisions to the Parks and Recreation Commission. Although the resolution does not stipulate that a subdivider must donate property or funds, it does give the Parks and Recreation Commission the opportunity to advise on matters concerning reservations for public parks and playgrounds and to be aware of developments before the final stages of planning are under way.

JOINT MEMBERSHIP STATEMENT

of the

AMERICAN RECREATION SOCIETY and the NATIONAL RECREATION ASSOCIATION

The National Recreation Association and the American Recreation Society are glad to subscribe to this joint statement of the primary purposes of both organizations and to join in urging all professional recreation workers to participate in the activities of the association and the society as members of both. In this way effective, cooperative action can be developed for the advancement of the recreation movement and the recreation profession.

The National Recreation Association is a national, voluntary, civic organization through which professional and lay citizenship participation can unite to provide the many nationwide services in the recreation field which are essential to the sound growth of recreation throughout the country.

The American Recreation Society is a national, voluntary, professional fellowship organization concerned with the building of a strong professional group. Its program, directed to the profession, is designed to improve the quality of professional leadership, and thus the quality of recreation services and opportunities.

To the professional recreation worker and to the individual planning to enter the field, membership in the National Recreation Association and the American Recreation Society is not a case of "either/or" but of identification with each and support of both.

HARRY H. STOOPS
President, American Recreation Society

JOSEPH PRENDERGAST
Executive Director, National Recreation Association

Mrs. Manfred Holck

SQUARE DANCING, TEXAS STYLE

RECENTLY, the eminent musical genius, Sir Thomas Beecham of Great Britain, voiced the opinion that Texas could be the center of Western civilization and culture. The dance, along with music, in all of its myriad forms, has long been a criterion of culture; but not until recently has the dance of early America, the "western" square dance, that grew up without benefit of records, come into its own as an integral part of American recreation, American history and American literature.

There are several square dance areas in the United States, and certainly one of the largest is Texas. Geographically, it has been designated as the largest state and, very modestly, all Texans think that what they do and how they do it constitute the largest, best and very often the only way for any given activity. Perhaps, because of the very nature of square dancing, we Texans have not felt this way about our square dance culture. We have borrowed profusely from all surrounding states and accepted freely the infiltration of the Mexican two-step into our once rather monotonous one-step or walk. Along the Oklahoma border, the Colorado and Oklahoma whirl is evident, and surely any "standardization" of true Texas style would need to include a mention of the Abilene-Sweetwater Dip—an ingenious invention of two progressive leaders for an exhibition set in that area several years ago, now used extensively at westerners' dances. Yet, the ten thousand or more square dancers comprising the cosmopolitan Houston area would exclaim in horror should the Westerner's Dip or the East Texas tempo or the West Texas two-step-one-step combination be considered the "correct" way. For them the "right" way to square dance is to use a rather slow beat and a simple, smooth glide step. Just as Texas has borrowed, so also Austin, because of its central geographical location, has borrowed freely from its larger surrounding territories; and here we find various combinations of north, west and south Texas styles of dancing. Some specific groups use the two-step exclusively; others the fast buzz step of the North and East; others the simple walk of the pioneer—and yet, at city-wide dances, the entire floor moves with a smooth combination of all.

The organization of square dancing in Austin, Texas, has followed the general trend of organizations over the entire state. As central Texas has drawn from its surrounding territories in its style of dancing, just so, almost simultaneously, the Mid-Tex Square Dancers Association and, later, Austin's Square Dance Council have benefited by their sister organizations over the state. Perhaps the oldest records of organized square dancing in Texas—and by that we mean a sponsoring group, such as a recreation department, offering through its teaching and dancing staff facilities for all—are found in Austin and Houston. As far back as 1928 and 1929, these city recreation departments were offering square dance lessons; and, in Houston, there was an association that helped promote and sponsor city-wide dances. Except for the fact that comparatively few enjoyed the dancing in those years, their enthusiasm was such that, in Houston, the dancers themselves laid the wooden floor in the recreation house, which is still used today. In Austin,

Author is president of Mid-Tex Square Dancers Association.

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the square dance division of the recreation department was well enough organized in 1936 to promote a local folk festival, which included a large section on pioneer square dances, and to take several squares to the national folk festival at the Texas Centennial Fair in Dallas for exhibition purposes. During this same square dance era, Herb Greggerson of El Paso was dancing his square across the country to Madison Square Garden in New York City and, as he danced, the popularity of the "western" square dance came back by leaps and bounds in west and southwest Texas. His *Bluebonnet Calls*, first published at this time, is still the accepted "first" of most Texas square dancers.

No one person has done more to spread the gospel of cowboy dancing over the nation than Dr. Lloyd Shaw of Colorado Springs, Colorado. His influence has also spread over Texas, particularly in areas where his students have been leaders in their communities. His annual summer dance classes and his authentic book, *Cowboy Dances*, have given these leaders concrete teaching materials. *Cowboy Dances* was written essentially for the beginner and, along with Herb's *Bluebonnet Calls*, has been a "must" in the square dance teacher's library for many years.

In 1940, Amarillo, the square dance center of the Texas Panhandle, began its revival of the old-time square dance. An occasional dance was inserted into the evening's program, with each square using its own caller. WPA, realizing the importance of group recreation, secured the services of several old-time callers, installed a public address system, and presto, all who wished could dance and all who danced could hear the caller. Now, because of its geographical location and its continued effort and intense interest, Amarillo is no longer just a whistle stop, and it is fast becoming "The Crossroad of Square Dancing in America."

With the war, the need for more and varied group entertainment and group participation in recreation centers became a necessity. In Texas, as in other parts of the United States, service centers included square dancing as a regular entertainment feature. Not all of this was satisfactory—leaders often had difficulty getting more than a few sets on the floor. However, many an enthusiastic square dancer today had his first exposure to the "never-to-be-gotten-rid-of-square-dance-bug" during his leisure time in the service clubs throughout the country.

The Austin Recreation Department continued to sponsor square dancing in its regular program and, in the fall of 1944, provided facilities for the formation of a Family Square Dance Club. This club formed the nucleus of the city-wide dances now held each Saturday night. There were some half-a-dozen private membership clubs meeting also and, at the request of the recreation department in the fall of 1948, the presidents of these square and pioneer clubs met to form our first representative City Square Dance Council. It was to be the specific duty of this council to conduct the city-wide dances heretofore run by the Family Square Dance Club.

With duly-elected representatives, each club takes its turn in providing a program and callers for the dance evenings. Almost overnight, the dances became more varied and more interesting. New callers, new dancers, new dances, different music—in short, new spirit—and the dancers felt their individual responsibility for the success of each dance. Many cities were beginning to see the advantage of coordinating the efforts of all groups of square dancers instead of having a one-man show each time. The council plan meant that more dancers were included in the planning of the dance and that more dancers, at the close of each successful dance, reaped the benefits of knowing a job was well done. However, even the council plan is not foolproof unless it is supervised and guided by an understanding recreation department or other sponsoring agency. A staggering office-tenure, rigidly enforced, for all council members is necessary for this plan to succeed.

In Texas metropolitan areas, Dallas excepted, the council is generally composed of delegates from each club, elected by members, to represent the organization. These councils, regardless of their geographical location, have as one of their primary objectives and obligations the promotion and perpetuation of the square dance. Almost invariably, they set the standards and principles concerning square dancing in their respective areas.

In Austin, with the beginning of the council plan, the demand for square dance lessons increased to untold proportions. Hundreds of applicants were enrolled by the recreation department, seemingly almost overnight; a regular square dance instructor was engaged to teach beginners, intermediates and advanced dancers on split schedules four nights a week. During the summer, outdoor slabs on all twelve city playgrounds and the outdoor slab at the municipal clubhouse are used regularly by affiliated clubs or interested neighborhood groups; the double tennis courts, located in the center of town, are crowded with enthusiasts who enroll at the beginning of the term and continue throughout each series of lessons.

From these recreation department classes most of the local clubs are organized. The method of organization generally follows the same pattern: a congenial, interested group meets with the recreation department director; a brief, flexible set of by-laws is adopted; arrangements are made for a meeting place in one of the municipal recreation buildings; and someone is elected to conduct the dances. This person may or may not receive remuneration from the club members, but because of the many opportunities available for individuals to plan and have part in conducting the city dances under the council plan, all clubs soon fall into a given pattern. They elect a board which acts as a club council; the council plans the club dances with suggestions and constructive criticism from the club members. The success and continued growth—all clubs are limited in membership because of available space—of the Austin square dance clubs is attributed, in large measure, to the fact that no club regularly hires a professional to conduct the dances. Austin probably has the most uncommercial set-up of any square dance city its size.

This also accounts for the fact that it has no outstanding square dance personality. To our knowledge, there is no full-time professional square dancer in the Austin area. The city dances, the clubs, even in a sense the classes conducted by the recreation department, are all operated by

the dancers and for their benefit. Our dances and clubs are not the largest, but we can safely say that we have the largest number of members participating in the dance itself—each one feeling a necessary part of the program

In 1947, the leaders of the Texas square dancers who came to Austin for the Inaugural Square Dance thought that we were ready for a state organization. Thus they put their heads together and formed the Texas Square Dance Association. The association made several contributions but died a slow death because of a weak foundation.

The square dancers over the state are finding the natural solution by themselves without any one person pushing them from the top. Just as in Austin, after the council plan was inaugurated, clubs have sprung up all over the state. Clubs in metropolitan areas are banding together with elected representatives to form large councils. Where city councils are not feasible, communities are joining to form district associations, such as the Mid-Tex Square Dancers Association, organized March 6, 1948; the Southwestern Square Dancers Association, organized March 27, 1948; the Westerners Square Dance Association, organized December 1, 1948; the South Texas Square Dance Association, organized March 26, 1949; and the East Texas Square Dance Council, organized April 30, 1949.

Each group varies in regard to structure, constitution, activities—Mid-Tex, Southwestern, Western and South Texas favoring individual memberships, and the Panhandle, Houston and East Texas using club representatives—but all have the same purpose: that of stimulating square dance activities through classes, dances, festivals or jamborees, institutes, correspondence and magazines. Specifically, the Southwestern Square Dancers Association has, as its purpose, the promotion and perpetuation of square dancing in El Paso and the entire southwest, each member having an equal voice in its management, with no special recognition given to any individual club or group. It coordinates the activities of these existing groups in assisting city and civic organizations with special exhibitions and entertainment when so requested, with no personal gain to any person or club. That last phrase is the nucleus of the now-existing Texas Associates. Each set of by-laws also sets forth that the council or association shall not enter into any agreement or commitment, directly or indirectly, which tends to commercialize square dancing. Almost each association has a specific section stating that the association or council shall refrain from conducting, sponsoring or approving any form of competitive square dance activity.

Unanimously, they all state that they are nonprofit organizations existing only in proportion to the interest and support given by each square dancer and operating only as long as they offer fun, fellowship and recreation to all members. That these ideals are being carried out is clearly shown in the phenomenal growth of each association within the past year. Using the Mid-Tex Square Dancers Association as an example, we find that although it began with small groups varying in number from two hundred to four hundred individuals, it now has over four thousand dancers.

Is this phenomenal growth merely caused by the fact that the square dance craze is sweeping the country like a prairie fire? One can scarcely believe that it is that transitory. The Texas associations have learned the hard way; they have overcome the hard knocks, petty jealousies and personal grievances of the first attempt at state organization. They now allow individual expression; all programs use many callers without any of them being "the best"; through a sort of imaginary grapevine, the jamborees and festivals are spaced, as much as possible in a large state like ours, at intervals so that interested people can choose to travel from one district to another.

In Austin—as in other communities—square dancing offers fun, fellowship and recreation to participants of all ages.

Are we ready now for a state organization? Associations are still being formed—we now have eight geographical divisions—with more ready to organize. The dancers will form such an organization when they are ready for it. It will come of its own accord, thrive and live forever. Let us not rush it—just keep it in mind and be ready for the opportune time. And when it arrives, we can brag again for, being Texas, it will have the biggest dances, the most members, the most gigantic publication; a sound constitution drawn up by dancers, for dancers; strong, capable leaders who will not commercialize; and, above all, fun and recreation for all.

"The square dance of early America is coming into its own again, and it is young America who is bringing it back. In the old days, when the corn was safely stored in red barns or the spring planting done . . . when John married Priscilla or a festive holiday like Christmas came around, the farmers, their wives and all the children got together for a square dance. The dance, originating among the early colonists, traveled westward with pioneer and covered wagon. Be it in a New England town hall or out on a western prairie, wherever there was a fiddler, eight people to make the set and a caller who knew his calls—there was a square dance."—From *The Singing Caller.*

Recipe for Little Theatre

Lois Perry Jones

TO PUT ON a good little theatre play, follow carefully the following recipe:

Take seventy people and work them hard for two thousand hours. These people can include anyone in the community who has any of the following requirements: bakes cakes, follows a script, turns up hems, likes rummage sales, adores antique shops, has a station wagon; likes to hammer. saw, paint, use a typewriter, fuss with wiring systems; is a little bit crazy, likes to act, doesn't like to act, likes little theatre, prefers the professional stage, has had lots of theatre experience, has had no theatre experience.

Starting several months before the opening night performance, lose lots of sleep, neglect your friends, your family; laugh a lot, make some friends, decide to give the thing up, decide to stick with it; learn something about the skills and arts which go into making a play production, fall in love with the theatre, develop an aversion to footlights and greasepaint.

If you are the director, learn to speak softly, develop a good shout, and take a rest cure when it's all over.

If you are a member of the cast, learn your lines quickly, don't learn your lines quickly, find something to fuss about with the backstage crew, learn to get along with people.

If you are a member of the backstage crew, do your work well, don't do it well, find something to fuss about with at least one member of the cast.

Mix all these ingredients until dress rehearsal, at which time the auditorium will be the department of utter confusion. Have a successful first night, give some benefits, clip the reviews out of the newspapers, place them in your scrapbook, take a good long rest.

Do this four times a year.

For the past twenty-one years, a group of citizens of Montgomery County, Maryland, just over the border from Washington, have been following this recipe with considerable success. Known as the Montgomery Players, in all their twenty-one years they have cancelled a performance only once, been in debt just once—to the extent of fifty dollars—giving them a record which a professional theatre group might well envy. Several of the founders are still active, and new members are recruited each year to give the group the balance of experience plus the new blood it needs to continue its growth.

Last season, its twenty-first, was a big year for the Players. Metropolitan Washington papers reviewed their productions, and the Cub Scouts, selling tickets to a benefit, saw to it that a record number of people saw *Two Blind Mice,* a play which, by spoofing governmental process, had the government servants who live in Montgomery County rolling in the aisles.

The Players don't pretend to be unique. While they are an unusually successful little theatre group, thousands of similar groups exist all over the country. Some are sponsored by schools, colleges, universities, churches and civic and private clubs. Others, like the Players, are formed and kept in operation by groups of ordinary citizens who differ from their fellows only in that they were bitten—early or late—by the theatre bug.

The only way to neutralize the toxic effect of this bug is to let the disease run its course. Failure to do so, little theatre group members insist, is to give the sufferer a bad case of frustration. For many who love the theatre, playgoing and play-reading are not enough. For them the show not only must go on, but must be put on by them.

A non-bitten citizen, viewing that most expendable of all items—a little theatre play—from the audience side of the curtain, has only a hazy idea of what is involved in producing a play. To give you a better idea of what happens before you view such a play, let's move in on the Players.

Let's watch closely as seventy of the Players work a total of two thousand hours to produce *The Winslow Boy,* by Terrence Rattigan.

All throughout the summer of 1949, the play-reading committee of four read plays, finally choosing *The Winslow Boy* as one of the four to be produced during the 1949-1950 season. The fact that *The Winslow Boy* had been successfully produced on Broadway, required one set and suited the talents available in the group were qualities con-

Mrs. Jones collected her material for article by watching members of the Montgomery Players at work for several weeks.

Backstage, footlights flash on and off as play is rehearsed.

sidered in its choice.

Another determining point was the fact that Hilary Knapp, one of the group's best directors, loved the play. It appealed to her both as an Englishwoman and an artist. Mrs. Knapp, a dynamic person with a great deal of professional stage experience, took the play along with her on her vacation. Whenever she wasn't keeping her two children from drowning in Chesapeake Bay, she worked on the notebook which is the director's Bible. Into such a notebook, after the play has been absorbed and almost memorized by the director, go scale drawings of the set for the technical crew, notes on where each actor is every minute of the play. Plots are made of entrances, exits and crossings. Each sentence is analyzed and its proper inflection noted. Bits of the play are cut out, scenes run together. This notebook is the raw material for the director's work. Additions and deletions are made up to, and through, dress rehearsal—but the production of any play is first of all born in the mind and imagination of the director and noted in the book.

Once back in town, Mrs. Knapp went over the whole play with her co-director, Mrs. Jane Plummer Rice, another professional doing little theatre for fun. Having two directors for a play is unusual—one is usually enough and two are one too many. But Mrs. Knapp and Mrs. Rice had previously worked successfully together and were eager to collaborate again, since, having two directors, if they work in harmony together, enables both of them to act and direct at the same time.

With the tryouts in February, work began in earnest and continued at an ever-accelerating tempo until the play was produced April twenty-ninth. The work of putting a play together is done by several crews, each of them working independently of, but in cooperation with, other crews. No one person connected with the production, with the exception of the director, knows of the problems each crew encounters, and their work is not completely synchronized until dress rehearsal.

First in importance is the cast, who begin rehearsals, books in hand, under the single-swinging bulb of the bare meeting room in the recreation center. Folding chairs provide props; a coke machine provides refreshments during the ten-minute "breaks." Over and over again the same lines are repeated. Actors stop mid-stage to query the director about gesture, voice or movement. The director calls from the front, "John, let's do that bit over again. I think it would go better if you leaned forward at the end. You're waiting for Catherine's response." Scenes and acts are rehearsed independently of each other, with the full play being run during the last week of rehearsal.

This grueling repetition of lines and gestures, this exacting insistence upon the proper timing of crossings, entrances and exits isn't tedious—not if you like putting on plays. While the Players take their rehearsals seriously, there are plenty of occasions for good spontaneous laughter. But the real kick comes when the play catches fire and moves along for a time with the intensity that the dramatist intended. It is then that the room is silent, except for the stage action. Off-stage actors, and whatever members of the other crews are present, lean forward in their chairs; the final triumph of the theatre, the projection of emotions from actors to audience can spellbind even those who have heard the same lines scores of times.

Meanwhile, the backstage crews are hard at work solving production problems. If you like hard manual labor, you would be welcome on any technical crew in the country. These are the boys who paint the flats, construct marble fireplaces and walnut mantels, arrange for off-stage noises and thunder showers, enlarge an entrance two inches to enable a wheelchair to go through. When the set goes up on the wide and shallow stage at Leland Junior High School, the actors rehearse while the hubbub of hammering and sawing continues. Two or three of the crew perch on high ladders, fastening flats together. Backstage the electrical equipment is a tangle of wires, and when the lighting is set up, the foots and ceilings flash on and off as the play is rehearsed.

Any woman who dreams of redecorating her living-room frequently should sign up to dress the stage. These ladies move in when the technical crew has partially finished. Expert with needle and thread, happy with a can of paint in their hands, perfectionists in their drive to obtain the perfect setting, they baste slip-covers and curtains, paint clouds and iron railings on the flats leading off the stage, badger their friends and neighbors for the loan of just the right vase. A single stage-dressing problem—whether to have red or blue flowers upon the mantel—has been known to keep them in conference together for an hour. Sometimes major changes in the set have to be made at the last moment. The wine-covered curtains planned for *The Winslow Boy*, for example, were too deep in tone. Somewhere, between dress rehearsal and first night, new rust-colored curtains, twenty yards wide, were found.

Remember the scavenger hunts of your youth? If you always won, you have the aptitudes necessary to be stage and hand properties mistress. To be a properties mistress, at least for *The Winslow Boy*, you have to know where to find a 1912 victrola, a 1913 recording of *Dardanella*, a wheelchair, a 1913 telephone, an early copy of *Punch*—the

English humor magazine, and a copy of the *London Times* with a headline which reads "Winslow Boy Wins." The properties mistress finally found the victrola in the attic next door, the wheelchair in a community nursing cupboard, *Dardanella* in a second-hand shop and the 1912 telephone in a government laboratory. The headline "Winslow Boy Wins" was printed in large bold type and pasted across a regular copy of the *Times*.

In addition to having the aptitudes of a scavenger or beachcomber, props needs a good strong back upon which to tote things around, a car for collecting and transporting her finds, and sleight-of-hand ability to have ready to hand to the actors, as they come off stage, rubbers, plates of sandwiches, letters, suitcases, white gloves, bouquets of flowers. If you can also develop the ability to keep cool and not take offense—for props, present at all rehearsals, is likely to be frequently shouted for and at—then props is your job.

Costuming a modern play is fairly simple, requiring only the canvassing of the entire club membership for proper clothes and a few purchases on the part of the principals. But costumes really has her headaches when, as in *The Winslow Boy*, the play is a period piece. Costumes can be rented from commercial costumers, but are expensive and always need alterations. A few items can be found in trunks and attics; but even with the aid of a whole community, some things are hard to find. Good-Will Industries, a Washington establishment which renovates second-hand furniture and clothes, was the source of Catherine's cream-colored lace gown in the second act and Mrs. Winslow's third-act hat—a charming number, circa 1913, shaped rather like a German helmet and covering part of her eyebrows.

Props husband donated his father's tails to one of the male leads, and a collapsible opera hat was borrowed from a neighbor. Other costuming details to be considered are how the costumes fit into the set, and whether beads or flowers would be best as accessories. Actors frequently need practice in moving in their garments. Marshall Smith, who played the part of the icy lawyer, Sir Robert Morton, is unaccustomed, in real life, to wearing top hats and opera capes. He had to practice over and over again how to hold a cane, white gloves and an opera hat in one hand while shaking hands with the other.

These four backstage crews—technical, stage dressing, props and costumes—take care of production problems. While the actors are acting, however, and the crews producing, a third set of people is hard at work doing things which will never be seen on stage.

These people include the publicity chairman, the social director and the business manager. The Montgomery Players' publicity director spends about 150 hours four times a year publicizing their efforts. She arranges for publicity stills, works long hours at the typewriter and travels back and forth to town with her releases, gradually becoming friendly with local editors and, by the waiting and persuasion process, seeing to it that the Players get at least some of the space that they all feel they so richly deserve for their work.

The social director arranges for the ushering and, when opening night comes around, serves coffee and cookies to the hundreds of people who go backstage into the gymnasium after the play for the Players' social hour.

The business manager, while all of these preparations are going forward, takes care of reservations, pays the bills and arranges for the printing and distribution of programs.

After the many hours spent in preparation, the houselights darken in the auditorium of Leland Junior High School. The prompter cues the actors in the wings; props plumps up the cushion in the wing chair, checks the clock to see that it's timed according to the book. Two men of the technical crew make sure that the pulley arrangement opening and closing the door on stage left hasn't jammed overnight. The director shouts "Clear the stage"; lights plunges the switch of the foots; the heavy curtains open and the play is on.

Seven and a half hours of playing time later, it's all over —the striking of the set and the post-play party. The actors, coming backstage from their final curtain call, congratulate each other once again. Friends, high school groups and an occasional critic swarm over the set which props, clad in dirty dungarees, is dismantling. The striking crew of ten untangles the wiring, untapes the flats, knocks out the fireplace and lugs out the set, piecemeal, to a truck and hence to a player's crowded basement.

The following week, while the director is still recuperating from loss of sleep by remaining incommunicado at home, while the actors are still pasting notices in their scrapbooks and props is still muttering "never again," tryouts are held by the Montgomery Players for the next play and the whole apparatus swings into action once again.

Result? For the person who participates fun, friends, and the knowledge of a job done as well as it could be done. And, in Montgomery County where the Players entertain the community year after year, and in all the other communities all over the country where similar organizations exist, little theatre keeps the laymen's interest in the drama alive, and provides part of the recreation needed by every community.

Edison Anniversary

February eleventh is the 104th birthday anniversary of Thomas Alva Edison and might well be observed by all recreation departments.

Through his innumerable inventions and discoveries—a record total of 1,097 patents was granted Mr. Edison by the United States Patent office—he contributed greatly to the present-day increase of leisure time and to recreation.

He also was especially interested in the recreation movement in America through the work of his wife, who for thirty-three years served as a member of the Board of Directors of the National Recreation Association.

Mrs. Goodheim is a teacher of the elementary grades at a parent-teacher cooperative school in Kew Gardens, N. Y. The program described here was carried on under the sponsorship of the Play Schools Association of New York City.

Using the Resources of Our Community

Sarah R. Goodheim

LAST SUMMER, I found that I was going to lead a group of fifteen boys, aged eight to ten, in an all-day summer program. For me, this was nothing new. What was new, however, was the setting in which I would be working with the group. Our headquarters was one of the oldest schools in New York—soon to be replaced by a new school. This sad building was in what seemed at first glance to be a bleak neighborhood, indeed. One of the seediest waterfront districts of New York, it consisted of three main types of buildings—first and dreariest, the railroad tenements; interspersed among these were buildings given over to small businesses and factories, the natures of which were hard to discern by looking at their uniformly dirt-littered exteriors; and last, standing out among these poor buildings, like sleek diesel engines in a car barn of one-horse shays, were a few large, beautifully-constructed buildings which housed some of the outstanding manufacturing concerns of the city.

Of course, these last buildings caught the spirit as well as the eye first, and I excitedly got the idea of planning my program around visits to them—such shining examples of the best in modern architecture and engineering. I immediately set about writing to the manufacturers in the hope of arranging visits for the group. Answers to my requests were uniformly polite, but negative. After the first bitter reaction, I realized that these large factories were, after all, strangers in the neighborhood. I suspected that I had started from the wrong end in basing my program upon these strangers rather than upon the children and the real neighborhood. I decided to set up the usual type of material for the group—games, paints, clay, blocks, and so forth—and to wait and see what interests were revealed in the way in which the boys used them.

I hadn't long to wait. Almost immediately, the group was drawn to the blocks, and large "pirate ships" were soon being built. The dramatic play around the pirate theme which came with the building process was intense, but accidentally destructive. Those blocks just wouldn't stand up under the impact of battles between pirates and pursuers. Too often, the pirates' vengeance was wreaked more upon the blocks than upon the intended victims.

What to do? The boys had shown me what I should have guessed in the first place—that, living along the waterfront, ships would be their main interest, translated, of course, into terms of a boy's love of high adventure. Certainly walks along the waterfront and sea-yarns were in order. And the next step was to build a boat large and sturdy enough to allow a group of fifteen boys to dramatize their expanding stories of adventure on the high seas. But where would we get the materials for such a project? The price of lumber being what it was, the play school budget certainly couldn't cover it.

Here I fell back upon a principle I early discovered in my work with children—when in doubt, consult the group. A discussion was indicated; subject, the building of a boat. Plans were easily drawn up for its design and construction. The next problem, where to get the wood. One boy remembered that he had seen some fruit crates when he went shopping at the super market with his mother. Another remembered an old barrel lying in a vacant lot nearby. Other memories started clicking along the same lines, and it was soon agreed that all would scour the neighborhood that afternoon after school and bring their findings to the group the next day.

The following morning I was greeted by the largest as-

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sortment of wood, with here and there a boy to be seen in its midst, that had ever decorated the schoolyard. We all were enthused. But when we sorted and examined the wood, most of it was found to be either too cracked, thin or rotted away for use. Spirits lagged. To rally our flagging hopes, I suggested an immediate trip around the neighborhood. And a fruitful trip it was! Our first find was a large, strong crate which one of the small factories had thrown away. To our eyes, it was so beautiful and well-built that the boys were sure that some mistake had been made in throwing it away and they were for immediately running off with it before the error should be discovered. I realized that here was something to discuss before we went any farther. An immediate curb-side conference was held concerning our approach in getting the wood we needed. I asked the group to imagine that they were the factory and shop owners. In that role, what would they expect of a group of boys who were looking for wood? They would want us to ask permission before going into their building. They would want to hear whom we were and why we wanted the wood. They would want us to stay quiet and out of the way of the workers, and they would certainly expect to be thanked for anything that they might give us. These were simple enough rules and were immediately put into effect. Instead of sneaking away with the crate, a committee of two boys introduced us and asked for it. We weren't invited into the factory, but we were told that we could not only have this crate, but that another would be waiting for us the next day! And the following day, we were allowed to watch the workings of this envelope-manufacturing company.

Having carted the crate back to school (incidentally, we were helped in carrying it by two fathers who happened to be passing by), we sallied forth again in high spirits. And what should we discover but a lumberyard! The foreman said that we could come every day for scraps and even offered us burlap bags in which to carry them. On succeeding days, he conducted us on a tour of the yard, carefully explaining to us the differences in the types of wood and their uses. The boys and I compared notes and realized that all of us had walked along this street innumerable times; yet not one of us had realized that behind a modest front office was such a tremendous shed, stacked several stories high with enough lumber to build a thousand boats. We decided that we had better start opening our eyes to our neighborhood and, during the following weeks of summer school, there was a running contest in the group to see how many new parts to the community we could discover.

On another morning, one of the boys brought news of a building being torn down in the neighborhood. A trip to the spot was quickly planned. By this time, we were skilled in the art of presenting ourselves in a friendly manner, but our reception on this occasion was a gruff—"Go away, no time." I am willing to bet that, a week before, the boys would have aimed a few choice unmentionable words at the man and gone off grumbling. But, encouraged by their happy experiences with other grownups in the neighborhood, they politely suggested that they could come back another time. Probably to get rid of us, the boss agreed. Much to his surprise, we came back several times, until he had to admit that he had time for us. And not only did we get a pick of the old lumber being torn from the building, but we also had a chance to watch the demolition of the building and to see, as if we were watching a movie being run backwards, what goes into its construction.

This was one of the seediest waterfront districts. Old tenements were interspersed with small businesses and factories.

The whole process of finding the wood to fit our building plans took several days and brought us into contact with many people in the community of whom none of us (teacher included, I must admit) had been aware before. Of course, even after we had collected our wood, we had quite a job in removing old nails and sanding down rough places to prevent possible injury in using it. But the final result was well-worth the trouble—a beautiful ten-by-three-foot boat, complete with steering wheel, rudder, cabin, portholes and smokestacks. More than that, the result was a real lesson learned—that behind the bleak exterior of this neighborhood there were many interesting, friendly and industrious people who were ready to help children who were friendly and industrious, too.

Junk Playgrounds Keep Youngsters Happy

Junk playgrounds continue to play a very important role in the leisure-time hours of English boys and girls. The junk playground starts with a bit of waste ground, bricks, stones, old planks, sacking, sheets of metal, cement, sand and sometimes an old car sold for scrap. To these are added spades and tools, an adult who can help, but won't "boss"—and the rest is left to the children. They often start by digging holes and taking things apart, eventually getting used to the equipment and then beginning to build. The result may be a house in the trees, a special pavilion, a "cowboy ranch," and the like. There is nothing permanent about what the children build. Everything can be pulled down and rebuilt a dozen times, but this has proved to be just what the youngsters want.

The idea of the junk playground originally came from Denmark, and there, carried out on a larger scale, has proved a boon for many of the children.

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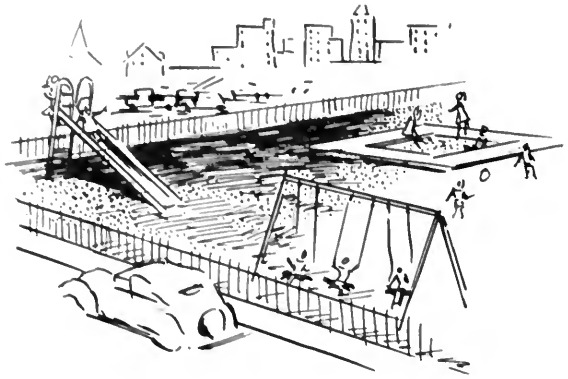


Pelletized RUBBER *for* PLAYGROUND SURFACES

A. E. Polson

IN THE PAST YEAR or so, a great deal of interest has been generated in ways and means of reducing hazards of falling on playground surfaces or in producing the so-called "safe playground."

In this period, we at Goodyear have been investigating the possibility of employing pelletized rubber as a surfacing component. To date our test installations show that a pelletized rubber surface is characterized by resiliency and nonabrasiveness. Both of these properties are most interesting for they directly reduce the hazards of falling to children at play.

The playground surface which we will describe comprises a yielding layer of pelletized rubber firmly bound with asphalt to a prepared substrate.

As early as 1930, and possibly before then, scientists of the Rubber Stichtung, a Dutch research group, were investigating the effects of powdered rubber in asphalt. Their laboratory studies uncovered the fact that certain constituents of asphalt were highly compatible with rubber and that rubber asphalt mixtures had rather interesting properties. These findings led to large-scale investigation of rubber-asphalt paving aggregates, and several installations of test highways were laid in Europe and Java.

In 1947, Goodyear began investigating synthetic rubber-asphalt mixtures in roads, a program which eventually led to pelletized rubber and evaluation of this particular material in playground surfacing compositions.

Without a doubt, first reports of the use of powdered synthetic rubber in roads stirred the imagination of many men who visualized other new and useful applications for the rubber-asphalt blends. One of these was Mr. Bowen of the Akron School Board, who brought to the attention of our investigators the need for improvement in playground surfaces to reduce hazards of falling to playing children.

Early consideration of possible use of powdered synthetic rubber and similar rubber of fine particle size in playground construction developed the fact that such rubbers were not too well-suited because of their small particle size and cost. But the availability of quantities of low cost rubber compound, which could be ground into pellets of any size, made the possibility of use of rubber in playground surfaces economically feasible.

The question then resolved itself into whether or not pelletized rubber was adaptable to application by conventional equipment and would provide the desired surface characteristics and be sufficiently durable to be worthwhile. Test installations proved to be the only practical way to evaluate techniques of application, the surface properties and durability.

Pelletized rubber consists of particles approximately resembling one-fourth-inch cubes. The exact composition of the rubber is not important so long as it has a reasonable degree of resiliency. This material is produced as a by-product of other rubber manufacturing processes. Since supply of the rubber is dependent upon other operations, this means that its availability is limited, at least at the present time. Moreover, the development of new sources of supply from natural and synthetic rubber must be delayed for a time because of heavy demands now current for virgin rubber of all types.

The resilient playground surface, made with pelletized rubber, is not a complex construction. As previously stated, it is a layer of pelletized rubber

Author is with the chemical division of Goodyear Tire and Rubber Company.

bound to a firm substrate with a suitable asphalt composition. Important are the effects of the use of rubber, for the surface containing it has a character different from surfaces previously known. It is resilient nonabrasive and does not pack. After a one-year exposure, there has been no distortion of the surface because of frost action. It does not erode. It has as clean a surface as is obtained by normal asphalt construction. To supplement these good points, use of the pelletized rubber circumvents certain disadvantages inherent in other resilient materials which have been investigated for playground resurfacing. For instance, the pelletized rubber is water resistant, and it has shown no evidence of powdering or disintegrating in use.

Whether or not the pelletized rubber has any effect upon the properties of the asphalt binder has not been definitely established. The apparent affinity of these materials seems to insure good adhesion of the rubber particles to the stabilized surface. The Dutch investigators referred to before have reported that powdered rubber in intimate mixtures with asphalt selectively absorbs and prevents escape of certain volatile components of asphalt. Experience with such compositions has indicated that the rubber imparts:

1. Reduced softening at elevated temperature.
2. Less brittleness at low temperature.
3. Reduced flow.

It is entirely possible that one or more of these factors accounts for the excellent weatherability the test playground surfaces have exhibited after one year's exposure.

Construction Procedure

The technique of applying a pelletized rubber surface does not significantly deviate from resurfacing methods in current use all over the United States. Any reputable contractor with knowledge of playground construction can make the installation. To give you an idea of the method that has been used successfully in our test installation, the primary steps will be briefly reviewed.

The area to be resurfaced should be properly graded for good drainage and sufficiently dense to prevent later settling. The surface of the area is then plowed to a depth of about three inches and the soil worked until it is thoroughly loosened. A uniform coat of either asphalt emulsion or asphalt cut back of the proper grade to suit local conditions is then applied. This is worked into the soil to form a reasonably homogeneous mix. The surface is then leveled with a scraper and covered with a blast furnace slag or similar aggregate. These operations comprise stabilization of the surface.

A uniform coating of asphalt emulsion with adhesive is then applied to the aggregate surface. Though the amount applied depends upon the nature and porosity of the foundation, it has been found that from 0.3 to 0.5 gallons per square yard is usually sufficient. The coated area is then covered with a uniform layer of pelletized rubber. An application of from five to seven pounds rubber per square yard is generally recommended On the other hand, for areas where falls are most likely, up to ten pounds per square yard may be applied. While small areas may be covered with shovel and rake, mechanical spreading equipment will effect a more uniform distribution, and use of such equipment is recommended. The area is then packed by conventional rolling equipment. This operation forces the asphalt to effect a strong bond to the stabilized substrate.

Should any areas be noted wherein the asphalt has penetrated through to the surface of the rubber covering, they should be covered with additional rubber and the area re-rolled.

The application can also be made to areas which have been previously stabilized, or which are already surfaced with sheet asphalt, concrete, asphalt aggregate or the like. In such cases, the installation commences with application of the binder directly upon the existing surface, distribution of the pelletized rubber and rolling to effect bonding.

It is fortunate that the technique for preparing a pelletized rubber playground surface involves conventional equipment and methods. This fact and the low cost at which pelletized rubber is available make possible resurfacing

Pelletized rubber is manually distributed over the asphalt binder. Note granular nature of the rubber.

Under pressure of the roller, rubber particles and fluid asphalt are forced together. Mechanical spreading equipment helps effect uniform distribution.

costs well in line with charges made for other types of surfaces. To give you an idea of costs involved, we obtained estimates for various methods of resurfacing in this country.

The data which follow are estimates for installations in the Akron area and are based upon the assumption that the total area covered is about four thousand square yards. Though these values are naturally subject to variation because of location, condition of original surface, drainage problems and similar factors, we feel that they do give indication of what might be expected practically anywhere in this country.

Sheet asphalt .....$2.00 per sq. yd.
Stabilized base with
sand finish .....$1.10 per sq. yd.
Pelletized rubber
resilient surface .....$1.60 per sq. yd.

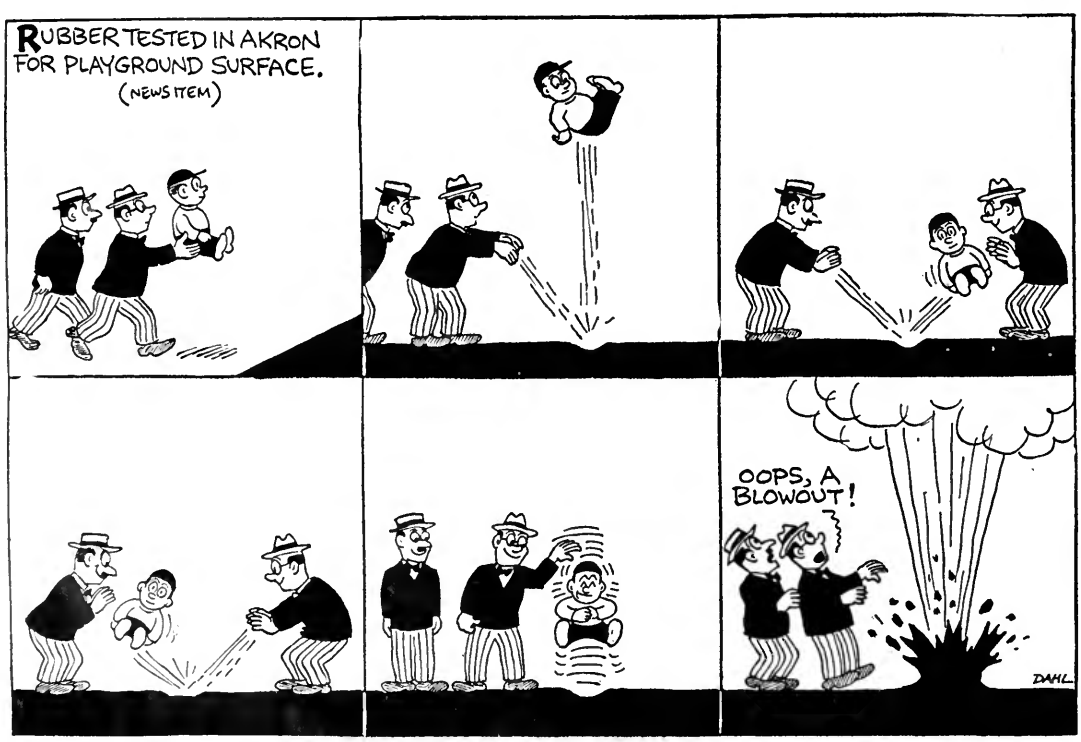
Of these, only the last provides true cushioning and nonabrasiveness.

In conclusion, we believe that use of pelletized rubber in playground surfaces effectively meets the need for a safe play area. The resilience and freedom from abrasive action which characterize the surface provide protection against injuries not heretofore available. The durability of the surface after one year's aging is excellent, and it appears that the surface will last sufficiently long to make it economically feasible. The initial installation costs are well within reason.

We sincerely feel that the desirable characteristics of these surfaces are a step in the right direction toward improving safety conditions in your playground areas.

TESTING THE PLAYGROUND

by Dahl



Why not SOFTBALL GOLF?

Dr. Sidney L. Pressey

IN A RECENT article describing a college class at its twenty-fifth reunion, it was stated that the most "popular" sport of these men nearing fifty was golf, but that they found the game "more punishment than recreation." The need for games suitable for the man of middle age and over is very evident. The faults of golf are well-known to all occasional players. It is a game calling for such exceedingly nice nervous coordination that even professionals are notoriously uneven in their performances, dangerous on crowded links, unsociable in the diversity of courses taken by the unskilled player toward his goal, expensive in fees, costs of lost balls and caddies. Such a game is surely not ideal for the harassed, not too prosperous, not too fit, older man of the present.

In recent years, baseball has had an extraordinary reincarnation in the softball game. Softball requires less space, less equipment, is less dangerous, more active, more exciting, interesting. The amateur and relatively occasional player is less ashamed to participate. The purpose of this brief communication is to present the possibilities of "softball" golf. The proposition is that the golf ball be one-half to three-fourths of an inch more in diameter, of approximately the same weight and sufficiently "soft" so that the length of the drive would be about half what it is at present. Sponge rubber balls meeting these requirements reasonably well can be had for a nickel! What are the merits of this idea?

Dr. Pressey is professor of psychology at Ohio State University, and for some years has made a special study of psychological problems of the adult years.

1. Since the ball goes about half as far for a given stroke, there are about twice as many strokes in a given amount of walk, so more varied exercise and the added interest of more shots.

2. The game is much safer—the sponge rubber ball could hardly cause even a slight injury.

3. Play on the fairway, in the rough or in a trap is easier since the bigger ball stands up more from the ground.

4. Since the bigger ball stands higher from the ground (and also sinks down less in grass) shots on the fairway do not lift a divot; this should make it easier to keep links in good condition.

5. Being larger, bright-colored and going half as far, the ball is rarely lost.

6. In a water hazard, the ball floats.

7. With all these factors operating to facilitate play, a round takes less time.

8. With fewer erratic or dubbed shots, fewer lost balls, at least twice as many strokes in a given amount of time and each stroke less crucial, the total psychology of the game tends to be different in somewhat the same way that the pace and psychology of softball are different from regular baseball; softball golf should be less "punishment" and more fun.

9. Because a stroke goes only half as far, and the soft ball presents no hazard to other players, twice as many people could play on a given amount of land as at present or links could be half as large.

10. With much cheaper balls and fewer lost, and either more players on present links or shorter courses, expense to the player should be less. Yet because twice as many players could participate, total fee "take" on public links might yet be greater.

If the idea should take, the double number of players on the same ground, plus possible new players attracted by the easier game, plus sale of the new balls and perhaps, ultimately, some special clubs, might—in total—benefit sporting goods manufacturers as well as owners of public links.

Various objections can be raised. Players like to see the ball go a long way, it will be said. There will be the stubborn remark that it won't be golf; that, if a game especially suited to middle-aged dubs is desired, a new game should be invented, rather than recommendation of a poor variant on one already established. But all these arguments would have applied—most of them did—to softball baseball. The need is not for a new game but for some variant that will carry the prestige, the interest and most of the equipment and facilities of the old. All that is essential in the proposed change is a different ball!

It will surely be sensed that these suggestions are not meant to be taken too seriously. It is believed that there should be attempts to adapt prevailing sports to the needs of the middle-aged. busy person who likes a reasonably active, social, varied but not too exasperating, not too time-consuming, not too expensive, amusement. Such a modification of golf as is here suggested might conceivably accomplish these purposes. Conceivably, changes might come about analagous to those in playground baseball. The idea may be an old one, may have been tried and found wanting, but no record of such trial has been come upon so far. Comments are invited.

Mrs. Chester G. Marsh

SUNDAY PAINTERS

This watercolor of a house in Salem, N. Carolina, is work of a Sunday painter.

THERE WAS A DAY, when America was in the making, that painting was considered a sin. In fact, all of the creative arts were looked upon as devices of evil designed to lure folks from their daily tasks and encourage them to fritter away their time. Building a home on a bleak shore demanded every physical and mental effort that the Puritan colonist could give.

When, however, the home became a reality and family pride and community tradition grew, the Brewsters and the Howes and the Standishes became interested in having portraits to hang over the family fireplaces and in the assembly hall. Because photography was unknown, the painter of portraits was encouraged and art was tolerated.

Since those far-off days, art has had a varied and colorful career in these United States. The painter of ancestors was followed by the painter of folk scenes; then came the landscape, and the art-minded listened to William Cullen Bryant's clarion call to "go forth under the open sky and list to nature's teaching." Later, the river bend and bosky dell gave way to grand mountain scenery when Horace Greeley boomed, "Go west, young man," and the Lewis and Clark expedition opened up new vistas.

There followed a period of ultra culture. Ruskin helped imprison art in an ivory tower. "Art for art's sake," jealously kept painting and sculpture only for the cognoscents. Then came the Independents, who opened the door of the ivory tower and coaxed art out onto the sidewalk.

And now—in a glorious and jubilant now—not only are pictures for the enjoyment of everyone—the butcher, the baker, the candlestick maker—but painting, the actual joy of creating, is no longer reserved for the talented few. It can be, and is, practiced by anyone who is interested enough to work at it. No longer does the art-minded person have to make a living with his paintbox; he can, with impunity and a clear conscience, paint to add to the joy of living without stress or strain or sense of guilt.

The Sunday painter is a product of the progressive development of this wonderful civilization of ours—especially of American independence and freedom. The Sunday painter is the you and me sort of person who takes his easel and collapsible stool to the woods, barnyard or seashore in the same spirit that his next-door neighbor takes his golf clubs to the links or his racquet to the tennis or squash court.

Too few of us have learned, at first hand, the fun that is enjoyed by the Sunday painter. I think that I know all the arguments. I have coaxed groups to try sketching and painting from coast to coast and from border to border. I should be astonished and somewhat disappointed if I did not hear, "I can't draw a straight line"; "I'm not talented"; or "I have an uncle who can draw anything but I didn't inherit the family talent." There are many others, such as "I tried once and I wish you'd see . . ." and "You can say 'anyone can draw' but you don't know me."

I'd be astonished not to hear these arguments because I have never yet met a group who didn't advance them; and I'd be disappointed because I'm all ready with the answers. If I ever met with a group who didn't break out into a rash of "I can't do its," I'd have to work out some new approach to promoting painting as a valuable recreation asset; and I love to promote this particular activity—just as we all love to promote any interest that presents opportunity for growth, for development, for new learning and widening horizons. It is engrossing, it is rich in new enthusiasms; it leads into appreciation of pictures in museums and private exhibits and opens new avenues of reading. It makes

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Mrs. Chester Marsh is with the Arts and Crafts Association of Winston-Salem and Forsyth County, N.C. See her article, "What About Water Colors?" November 1944 RECREATION.

new friends for us. Our workshop in Winston-Salem even points with pride to a very happy marriage that began on our sketching outings.

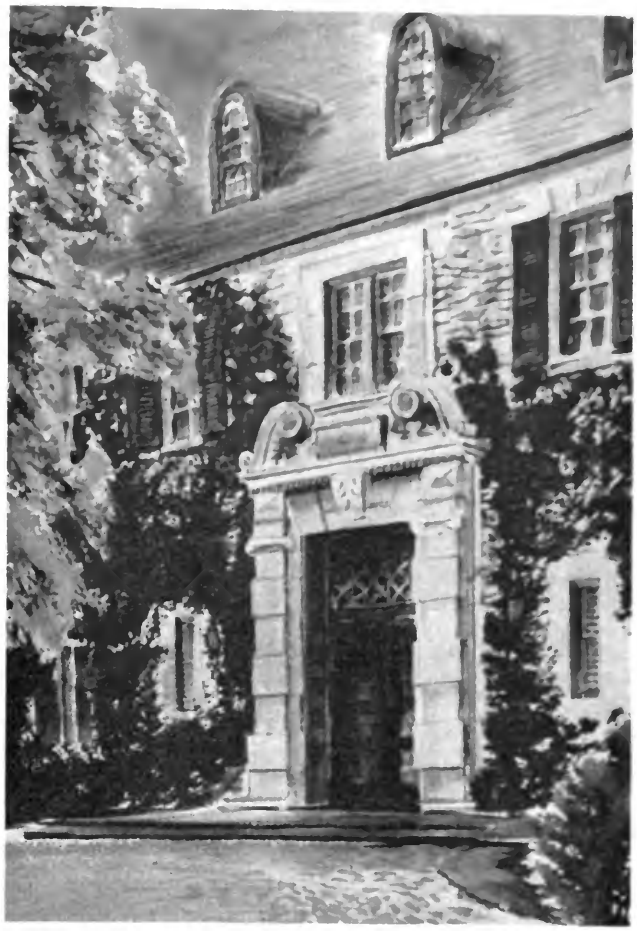
We definitely discourage the use of the word "talented." We believe that people can do anything they want to do if they are interested enough to make the necessary effort, if they enjoy it and if they don't start at the wrong end—for they must first learn to swim before they can attempt to swim the English Channel.

"First steps first" is an important thing to learn in almost everything, and is especially true of Sunday painting. Learn to draw simple objects before venturing forth to paint landscapes. John Sloane, in his book, *Gist of Art*, suggests that we do practice work on the five solids—the sphere, the cube, the cone, the cylinder and the pyramid. Set up groups of these and draw—and draw—and draw—from the objects themselves—*never* copy. An oatmeal box, a tennis ball or an orange, an ice cream cone container, a matchbox—these will provide the models. Draw them large—as nearly the size of the objects as your paper will permit. Do not draw as you write—with the periphery of the fingers that grasp the pencil—use a good free swing from the elbow and don't be discouraged if the sphere doesn't look round at first or the cube square. It's only practice, five-finger exercises. Make up your mind to learn as you did when you learned to swim or play golf; try, try again.

When you feel more or less confident, then start out some Saturday or Sunday afternoon with a thermos jug of coffee and a package of sandwiches. My favorite medium is water color and I fare forth with a canvas bag—a khaki bag from World War II supplies—swinging from my shoulder. In the bag besides the lunch is a mason jar for water, a folding aluminum palette, some good sable brushes—I like a three-quarter-inch wide brush, and one small, pointed brush for small details—some soft rags and my paints. The transparent water colors in tubes are my choice, but the cake paints are satisfactory. You will find that experimentation in the choice of colors will develop individual preferences. The following colors, however, make a good palette: Allizarine crimson, Thalo blue, Indian yellow, Van Dyke brown, ivory black, Paynes gray and Thalo green. Under one arm, I have a paper block, at least twelve-by-eighteen inches of heavy water-color paper—I like a rather rough surface—and, under the other arm, a small folding stool.

This is a good place to mention the cost of materials. For water colors, it is important that you buy the best. Buy fewer paints if you must, but don't buy cheap paints, brushes or paper. After all, you don't play tennis with a child's rubber ball and a toy racquet!

Having arrived at my chosen scene, I pick out a good spot where I can sit in the shade—it is difficult to paint on a paper block that is in glaring sunlight—and look for a reasonably interesting composition—a barn, a house, a doorway. Don't attempt rocks, animals or people on your first trip; keep your composition simple and eliminate details. Study the shape of shadow and the shape of light—remember the five solids; the barn is an elaboration of the cube, the tree trunk or the silo of the cylinder. Decide what



Omit detail. Paint shape of shadow against shape of light.

you are going to put into your picture and what you will leave out. Study it carefully, then draw lightly with a pencil on your paper. The paint, when applied, dyes the paper under the pencil mark, making it possible, if desired, to erase the marks after the picture is painted.

Before painting, the paper should be dampened evenly. I brush it over with water, using the wide brush. Wash the lightest color in quickly—this is usually the sky. Cloud effects can be obtained by wiping out the color with a kleenex. Remember, we do not use white paint; the white spots are the unpainted portions of the paper.

Now paint in the large surfaces, working from the lightest to the darkest tones. It is a good plan to number tones from light to dark, using number one as the lightest.

Omit detail—strive for correct tones or values. Paint the shape of shadow against the shape of light and, presto, it's a picture.

Stimulating, thrilling, exhilarating—I even get excited writing about it. You've no idea what fun it is!

Robert Henri, in his book, *The Art Spirit*, has written:

"I believe that keeping one's faculties in full exercise is the secret of good health and longevity. It made Titian a young man at nearly a hundred. Perhaps mental inactivity is the most fatiguing thing in the world. It is a common thing for businessmen to die soon after they retire. That is, if they do not take up some new enterprise in life. There are cases of actual rejuvenation, as the result of new enterprise, more interesting than that which preceded."

WHAT ABOUT FREE PLAY?

Ernest Ehrke is director of the harbor district of the Department of Recreation and Parks in Los Angeles, California

PUBLIC RECREATION departments of today rightly emphasize the obvious importance of good leadership, as indicated in a well-balanced program of activities conducted and directed by skilled staff. Thus the recreation director is mostly concerned with the promotion, organization and conduct of classes, leagues, clubs, contests, tournaments, group activities and special events of all kinds and for all ages. This is as it should be, of course.

Public recreation departments are, at the same time, serving quite silently and without fanfare those multitudes of citizens who prefer the spontaneous use of recreation facilities. I refer to those who drop in to participate in "free play" whenever time or personal interest permits.

It is obvious that this vast army of free-play patrons comes voluntarily to seek opportunities for leisure-time happiness through informal use of such facilities. These people expect, or prefer, to provide their own leadership, and are probably too busy to join recurrent classes or to attend activities conducted by staff.

Let us never underestimate the importance of this service rendered to those who come and go—day and night, of all ages and with all varieties of interests—in this continual river-of-activity called "free play." Let us never take these "free players" for granted and, by the shades of Joseph Lee, let us never, never ignore these citizens, but rather regard them as representative of the basic fundamentals which justify, if you will, the very existence of playgrounds and recreation centers.

Granted? Then let's consider the subject objectively; let's ask ourselves how we may better be able to satisfy this need and discuss a few ways in which we may stimulate and encourage *more* of this informal free-play use of our recreation facilities. How can this be done?

First, we can make our public recreation centers more attractive! Let's admit that many of our older recreation centers are cheerless, colorless, drab and uninviting. Your reply is that this is because of the lack of funds—perhaps blaming that ole rascal, the budget. I would disagree, for it is my contention that it may cost no more to plan attractive facilities than to operate something which is ugly.

On a recent tour, my wife and I had the pleasure of visiting recreation centers across the nation. Many were streamlined, modern, attractive; others were surprisingly dismal. Often I would test the efficacy of a certain recreation center by turning to my wife and asking her if she would want our children to spend their leisure time here. Needless to say, her answer too often was "No!"

Many of these unattractive recreation areas are "leftovers" from the early days—built thirty or forty years ago and still doing a rugged type of duty; constructed when it was considered practical by some departments to make such "playgrounds" solid—of cement, steel, blacktop, brick and mortar—unpainted, and with no thought for landscaping or natural beauty, much less man-made beauty. Ugly, unclean, gloomy—these words should have no place in the recreation system of today. It is unfortunate that the potential patron in such neighborhoods has no choice, unless he would go to some other part of the city or seek his recreation in commercial establishments; and could you blame him?

What a genuinely joyful experience it is, by way of contrast, to visit a

modern, well-planned recreation center. Designed for service, yes, but something more—inviting and alluring in potentialities, beckoning to you and to me. Why? Because it is cheerfully neat and attractive. Note the miraculous effect of harmonious color combinations, the simplicity of design, the charm of arrangement wherein the community building and landscaping, plus apparatus and outdoor facilities, are all tied together into one pleasing, yet practical, picture.

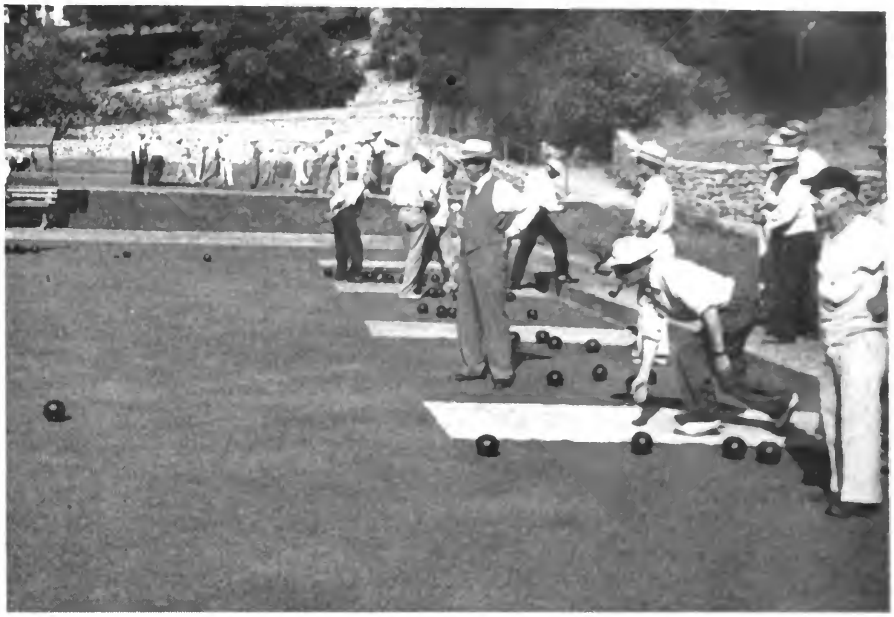
Note, too, the colorful, well-planned arrangement of indoor facilities—the auditorium and stage, the gymnasium and club rooms, with special provisions for hobbies and crafts and with a spic and span kitchen. Observe the strategically-located, cleverly-arranged office for the recreation staff. Inspect the modern, clean comfort stations, changerooms and showers.

Here is pleasing evidence of a design for recreation, of facilities so well-planned and so skillfully maintained as to be functional, yet inviting, professionally efficient, yet attractive. Here, too, is evidence that public recreation is accepted and demanded in *all* neighborhoods—rich and poor, normal and subnormal, in new subdivisions as well as in slums. The citizen of today is conscious of the fact that his tax money helped build these tennis courts, that swimming pool, this auditorium. He is "recreation-conscious," and feels that he has a right to expect these facilities to be readily available for the free-play use of himself, his family and his neighbors.

As we visit these streamlined recreation centers with the "new look," we swell with pride for they represent the progress of our profession—tremendous strides in a few short years—and *we* are a part of this movement.

This is quite different from when you and I were children. This will serve the people well—a recreation system with carefully-planned centers which are attractive to all citizens. The well-planned, well-operated and well-maintained playground of today beckons and invites you and me to enter, thus encouraging and motivating participation in free play.

But there must be something else. There must be a staff of employees, and



Recreation departments serve a vast army of free-play patrons who prefer spontaneous use of facilities. They are potential candidates for more formal classes.

the attitude of these employees is a vital factor affecting the popularity and success of a recreation center. Our patrons, with very few exceptions, will react favorably if they are encouraged by friendly, enthusiastic attitudes.

Such an attitude spells the happy answer—a staff of employees who practice good salesmanship! We need recreation directors and maintenance employees who radiate enthusiasm, sincerely like people and are eager to be helpful. Such employees not only "sell" themselves (we call this good personality), but sell the services of the recreation center (we call this leadership) and, in turn, the quality and worthwhileness of their departments, directly to the taxpayers who foot the bill!

Thus good salesmanship is a vital ingredient of good leadership. It is that "spark" of personality which makes friends and influences people. And it is contagious, for such cheerful enthusiasm encourages and stimulates visitors.

From the standpoint of good public relations, and as an aid to the motivation of free play at a recreation center, I would rate this quality of good salesmanship or personality and sincere enthusiasm as being far more important than mere individual skills in specific activities. The greatest skill involved in the operation of a recreation center is surely that which creates the friendly respect and interest of the citizens in the use of these facilities. The major over-all objective of public recreation is to organize the community for recreation, and this can best be accomplished through good salesmanship.

So, if the recreation employee is sincerely friendly, understanding and helpful, he will soon gain the respect and good will of the people. Such a director will naturally stimulate free play and, in doing so, will find many patrons of free play who would be interested in participating in the organized activities program. The golden rule of recreation service leans heavily upon the individual employee.

So vitally important is this attribute of public service that it would be my sincere recommendation that all recreation departments include a thorough course in the principles of salesmanship in their in-service training curriculum.

We who are working in public recreation have something to sell and much of which to be proud. Let's not be so bashful about it. Let's not forget that the free-play use of recreation facilities provides the initial introduction to our centers for literally multitudes of visitors yearly. And these visitors are not only active participants in free play, but are a potential source of candidates for all the formally-organized classes.

Who knows? Perhaps some day you and I will find more leisure time for our personal recreation and will have an opportunity to become happy patrons of free play!

Campers were well-received during tour; Welland's Mayor Duffin was impressed.

Annual Camp-on-Tour

Highlight of County Recreation Program

"I LIKE THESE samples of Kentucky youth," said Mayor Harry Duffin of Welland, Ontario, to Charlie Vettiner, director of the "Jefferson County Plan" of rural recreation. "How were they selected for this trip?"

The occasion was the second annual Camp-on-Tour, sponsored by the Jefferson County, Kentucky, Playground and Recreation Board. Eighty boys and girls, about evenly divided in number, traveling in two air-conditioned Greyhound buses, a Scout car and equipment truck, were making a 1,200-mile tour from Louisville to Niagara Falls and Canada this past summer. In Welland, they had stopped for lunch at a hotel. Before they left, they had been showered with compliments and praise for their appearance and conduct.

There was nothing unusual in the reception that the boys and girls received in Welland. The same spontaneous welcome was accorded the camp ers wherever they stopped.

Actually, there is no election, special contest or single event that decides who shall become a member of the Camp-on-Tour caravan. Throughout the year, boys and girls participate in community programs, give assistance in county-wide events, develop certain talents, take part in dramatic programs, enter county-wide athletic contests, attend summer camps, compete in the Junior Olympiad and in many other activities, building credits without fanfare.

Just before the Camp-on-Tour takes place, such credits are totaled. Those with the greatest number of points are notified of their eligibility.

The important feature is that the question of qualification is decided by hairline decisions. Hundreds are actually qualified so far as good conduct, contribution to recreation, health standards, talent development and good citizenship are concerned. The fortunate eighty are those who have exerted themselves a trifle more than the others, whose participation has been a bit greater and whose interest in recreation has been, to some degree, more definite.

The final result is a group of boys and girls who travel together for five days, camping out at night, preparing evening meals, meeting and entertaining crowds in various cities and towns —and without a single case of serious accident or illness; no disciplinary problems; living, laughing and enjoying themselves in a manner that draws wonder and praise from every place they visit. This is an example of the results of a rural recreation program with its ears open to the wishes of the individuals and community which it serves. The eighty boys and girls are representative of hundreds of others whose talents and recreation habits have been developed through a program that is primarily responsive to the people.

To understand fully the significance of the Camp-on-Tour, it is necessary to know something of the "Jefferson County Plan" of rural recreation. Founded and operated on the policy of cooperative effort, results after six years of trail-blazing are significant.

This method of centrally-sponsored recreation for rural communities preserves the individuality of each of the thirty-three community centers. These centers, each directed by a local recreation committee, decide just what the recreation program of their community will be. The question of how much or how little, how confined or how extensive the program will be, is the responsibility of these committees. Because of this provision, recreation in Jefferson County has developed freely and without program pressure.

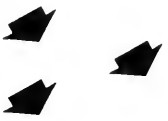
Thus the activities have their inception in the roots of the program and the entire plan becomes an outstanding example of free cooperation.

The Jefferson County Playground and Recreation Board stands as an agent in relation to the committees making possible the development of the communities' recreation, supplying supervision and information and coordinating the work of the communities.

Last year, the Louisville Chamber of Commerce designated the 1950 campers as "Good Will Ambassadors for Louisville and Jefferson County."

Submitted by Jefferson County Playground and Recreation Board.

How to Use RECREATION Magazine for Program Planning



Grace Walker

Results of Experimentation in a Recreation Leadership Training Course

HOW MANY of you have taken advantage of the ideas and program helps which come to you each month via RECREATION—the magazine expressly planned for recreation leaders? How many have found out how to put the magazine to work in a given situation?

One of the best of many possible ways is to use it as a measuring rod, to extend the horizons of existing recreation programs or in starting new ones.

Probably no two persons and no two recreation programs would follow the same procedure or find the same values in the various articles in any particular issue. Actually, such must be the case, for each group must consider the practicality of the magazine material and suggested program plans in relation to its own recreation climate, needs and experiences. It is to be hoped that any workable plan growing out of the points of view in this article will serve to stimulate imagination and develop initiative. RECREATION magazine is a leader of thought, the advanced guard of points of view, a propellor in ideas and ideals and a practical tabulator of how these ideas and ideals may be, and have been, worked out. It also can be used as a springboard for growth. One group of recreation seekers established this fact to its own satisfaction with the following results.

"Imagine finding what I most need to help me plan my program right here under my nose," said an enthusiastic member of the course in leadership training, as she thumbed through an old RECREATION magazine.

We had, you see, spent a part of each class in discovering not only how to develop certain skills and techniques in leadership training, but also in setting up programs of both long and short durations in which all such skills and related activities might be developed and utilized.

The "core" of our information for program planning and directing was discovered in the magazine. Therefore RECREATION became, for that group at least, a valuable resource. In one issue alone there was coverage of a program in physical activities with correlated and integrated aspects. One need not be at sea as to the depth and breadth of a well-balanced, year-round program of physical recreation. Likewise, procedures in the development of certain skills and techniques in the area of creative recreation and organization were pointed out. Answers to the questions "What?" "Why?" and "How?" were there, and the group settled down to study the August, 1942, issue.

Those members desiring similar information and seeking an answer to the same problems gravitated toward each other—so that there developed a natural subdivision of the group, according to each felt need. Each group, so formed, posed certain questions and proceeded to search for the answers in the magazine.

The groups were designated I, II and III, according to the problems considered. Group number I concerned itself with the organizing and financing of a recreation program in a small community where a small budget might make such a program seem prohibitive. Group II was anxious to find a method of initiating a physical program that would not degenerate into a mere sports program. Group number III felt a need to broaden and enrich the lives of the people of the community by introducing creative and cultural activities. May I add that in the case of Group III, no such program had ever been introduced into their various situations as a part of recreation activities; therefore, the bolstering of courage through the success of such programs as recorded in RECREATION was as useful as the "how" information. Teachers in the group were especially interested in the creative program as a possible school activity.

In order to focus attention upon information which each group considered important, the following problems were posed:

Group I selected an article entitled, "Recreation On Its Own," by Frederick Martin, Director of Recreation, Brattleboro, Vermont.

Problem: Can a community provide an adequate, well-rounded program with a completely inadequate budget?

An answer to this was found in Brattleboro through an active, cooperative venture including the participation of all community groups and the ingenuity, resourcefulness and manual labor of many of the citizens. Their experience was broken down into:

Procedure—To insure such cooperation and group participation, contacts were made with the welfare department, highway department, fire and police, local industries, business groups, newspapers, utility department, fraternal organizations, veterans of foreign wars, young men's clubs, flower and women's clubs, ball teams and leagues,

Grace Walker has been a member of the leadership training staff of the National Recreation Association since 1944.

lay people, staff and volunteers.

Results—Newspapers took over the task of publicizing and reporting needs and appeals. Local industries supplied sports material — badminton rackets, tennis paddles, courts, hockey sticks, paints and supplies for shop work. The local utility department provided lighting for night skating. The highway department supplied shanty and stove for skaters and built other equipment. Staff members made and repaired playground swings, constructed two multiple-use playing surfaces for tennis, badminton, volleyball, put up backboards, made nets and painted lines.

Taking the above information as a guide, each member of the group examined his own community situation with the idea of using, wherever possible, similar techniques.

Group II found another article, "Helping Young America Keep Fit," by Robert E. Link, especially pertinent because of its correlative and integrative nature. Such material could be used by directors, staff members, volunteer leaders, participants who desire to give and to receive a broader activity base than is generally found in the average physical program.

Problem: How can a program in physical recreation be developed that will provide leadership and give to individuals and groups an opportunity to act in situations which are healthy, stimulating, satisfying?

A thorough study of Mr. Link's article revealed that, in his community, this was accomplished through a program of physical fitness by:

1. *Careful preparation of leaders and groups* in fundamental objectives by means of —

A. Staff and volunteer discussions.

B. Boys' and girls' athletic committee discussions.

C. Distribution of bulletins.

D. Talks and discussions by physical director and club groups.

E. Bulletin boards.

2. *Program activities*—

Basic Physical Program for Boys: track and field, basketball skills, baseball skills, football skills, boxing, gymnastics, water sports, intramural handball tournament.

Girls' Program: track and field, basketball skills, softball skills, badminton skills, gymnastics, water sports, volleyball intramural tournament.

3. *Correlated activities as a part of physical fitness program* —

A. Social recreation games and party program activities, dancing—square, folk and modern.

B. A corrective physical based upon individual needs.

C. Social hours in form of supper night programs—members preparing food under guidance of leader.

D. First-aid classes as part of health interests.

E. Visual aids and movies to point up needs of better health.

F. Interclub newspaper on health and physical fitness.

G. Development of new hobbies by club members.

H. Exchange of ideas with another club through correspondence.

I. Organization of fitness club for leaders at completion of "fitness" course.

J. Dramatizations, carnivals, exhibits.

K. An essay contest based upon physical fitness theme.

L. The working out and keeping of one's own physical fitness record rather than stressing competitive angle.

In the group discussion, emphasis was placed upon the cooperative nature of activities in which the values of group association and relationships are as important as the activities themselves. To achieve this, Mr. Link had instituted discussions of program objectives with staff and club advisors. Organization had developed through club groups, committees, individual participants, staff members and club advisors.

Group members asked themselves the question: How nearly does our own physical program approximate the above?

Group III attacked with enthusiasm an article entitled: "All the People," by Edward J. Ronshein, Director of Recreation, Anderson, Indiana.

Problem: How shall a creative program be initiated in a community where one has never been developed?

A thorough study of the article as to the "how" of such a program revealed:

1. *Objective*—Anderson's manifesto: "For 'all the people'—not only the baseball players and picnickers, but the people who want to participate in music, drama and activities of all kinds."

2. *The "core"* of activity was music. (Note—The group realized that arts and crafts, drama, storytelling, the dance or even a creative physical program could be so used.)

3. *Planned program*—Coordination of park activities with private organizations, schools and music groups to establish summer vocal and instrumental groups in the recreation program. The recreation program brought to those who had either previous training or none a chance to learn and perform during the summer months.

Some Results—Schools opened buildings, supplied instruments. Teachers of various branches of music were used as instructors. Hordes of boys and girls attended summer classes; ages were from six to sixteen years. Hundreds participated in programs purposely developed to give experience. Vocal groups appeared in practice programs at reunions, picnics, in city-wide indoor programs and on the radio.

Activities for younger groups included rhythm bands, musical games, folk songs and dances; for adults, an amphion chorus and the mothers' choral organization. Art instruction was given out-of-doors.

In an arts and crafts program, more boys and girls learned special crafts work out-of-doors than played on junior baseball teams. There was a team for every fifteen hundred persons. Spectators for performances given by the music group equalled the number who turned out for all-star baseball finals.

Group III realized that this specific project, with the already-organized music groups, would not necessarily be possible in other communities. But since there are few communities where some form of creative work is not being done, here in this article were certain techniques and approaches which were good points of departure for a wider creative program.

Leadership techniques and program content, to be found in the magazine, can be equally helpful to leaders of recreation groups anywhere—in private as well as public agencies, institutions, schools, churches and the like. Why not take on such research as a project for some of your groups?

An Idea for Recreation Centers . . .

BIGGER and BETTER Bull Sessions

Richard Hudson

Do you sometimes feel that your conversations are not up to snuff? Not your necessary business and social conversations, of course, but the ones in which you and your friends discuss matters of general importance in today's world?

Too often, when talk comes to communism, super-weapons, labor problems, morals, religion or other controversial subjects, one hears a few superficial observations and the subject drifts to something else. Our freedom of speech on such topics is left in too large a part to be exercised by newspaper columnists, radio commentators and clergymen. A little discussion of them by groups of ordinary citizens can be instructive, stimulating and just plain fun.

One day in a Los Angeles suburb, two fellows in their mid-twenties, who were good friends in spite of the fact that they disagreed on nearly all arguable subjects, were talking about this lack of exchange of serious ideas among most people. They decided to organize a discussion group among their friends.

In talking to their acquaintances, whose leanings ranged from socialism to staunch Republicanism in the field of politics, and from atheism to fundamentalism on the subject of religion, it was agreed that the idea was worth a try anyway.

At the first meeting, held in a private home and attended by about fifteen persons, a minister from a nearby Congregational church, highly respected in the community and known for his liberal views, was invited as speaker. He talked informally for about forty-five minutes on his interpretation of the Bible.

After he finished, opposing arguments were presented and questions asked. Some felt that the minister did not take the Bible literally enough; others thought that he took it too literally. In spite of the fact that no one presided over the meeting, the group generally observed the courtesy of letting one person speak at a time. Naturally, some spoke more than others, but no one hogged the entire conversation.

At about ten o'clock everyone adjourned to the dining-room for coffee and cake and, for the next hour or so, groups of threes and fours carried on the discussion.

Since that time, two years ago, meetings along the same general pattern have been held monthly at homes of different members. Average attendance is about twenty-five, with latecomers sometimes having to sit on the floor.

The range of subjects which intrigues the interest of the group is shown in the list of speakers: a Jewish rabbi, a fundamentalist pastor, a professor of economics, Republican and Democrat Congressional candidates, a technocrat, a world federalist, a geneticist, a professor of Chinese philosophy, a professor of the philosophy of aesthetics, a child psychologist, a general semanticist, an artist, a former diplomat and a representative of the American Medical Association speaking against socialized medicine.

At first, some members of the group feared that the supply of interesting subjects and speakers would soon run dry, but the opposite was found to be true. There always has been a backlog of good suggestions.

Almost all of the speakers have been excellent. Program chairmen, who are appointed at one meeting to secure a speaker for the next, have found that when the nature of the group is described, a potential speaker is usually very eager to come. When the program chairman tells him that the group prides itself upon its diverse elements and that no matter what his thesis may be he is sure to get some lively argument, he takes it as a challenge. In this way, the group often gets speakers who ordinarily would not appear before such a small audience.

Although discussion occasionally becomes heated, it has never once really been out of hand. Quite often, personal remarks are made by one disputant to another, but they

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Author is a reporter for Pasadena Star-News, California.

are almost always in a humorous, and not in a bitter, vein. Some meetings, such as the ones with the geneticist and the artist, have been almost entirely informative, involving very little argument.

A prime reason for the group's success is its complete informality. The next subject, program chairman and meeting place are decided in a matter of minutes before the evening's speaker begins. A secretary sends out postal cards informing members of the speaker and location about a week before each meeting. Anyone who cares to come is automatically a member. Dues consist of giving a nickel to the secretary every few months to buy postal cards and settling up with the refreshments chairman after meetings.

Although discussion groups of various kinds are as old as civilization, this particular pattern has been found singularly successful. It is very little trouble and participants enjoy it. At the same time, it is both informative and provocative.

As one member said: "Sometimes my mind is so stimulated after a meeting that I lie awake for an hour afterwards, thinking about whatever we've been discussing."

Although no effort has been expended by members, at least two other similar groups have sprung up in nearby communities. Naturally, their arrangement is not exactly the same because their members have different interests and circumstances. Any group should be able to adopt the general idea and to make minor modifications. In rural areas it might be a problem to secure good speakers, but this difficulty should not be an insurmountable obstacle.

Regardless of the subjects chosen, the discussion group meets a definite need in providing a friendly arena where current ideas can be thrashed out by the people themselves.

The Theatre Comes to the Community

Gerald Klot and P. William Zingaro

THE ESTABLISHMENT of a community theatre in a neighborhood brings with it many benefits. Aside from providing experience and employment for actors and stage personnel, it offers an opportunity to see "live theatre" at its best. Above all, it makes good use of light, excellent dramatic literature which, without the community theatre, might be lost for years.

The task of bringing the theatre to the community is not easy or simple. For example, a local school auditorium, although satisfactory for amateur productions, must be re-equipped or modified as economically as possible to meet the needs of a professional troupe. Additional curtains and drapes must be installed and hung properly. A sound system, especially adapted to pick up speech from any part of the stage, is a necessity in many of our auditoriums which are notorious for their poor acoustical qualities.

More important, perhaps, is the task of obtaining wholehearted cooperation from the principal, his assistants and teachers who must bear some of the inconveniences which are bound to result from the staging of plays by "outside" groups.

The publicity and exploitation required for the successful sale of tickets involve certain know-how and a tremendous amount of work. Very essential is the cooperation of leaders of various parent-teachers associations, civic associations and other groups who must actively support the theatre by selling sizeable blocks of seats to their members and associates. In short, everyone in the community must take part in establishing the theatre on a financially sound and lasting basis.

As a move to re-establish the theatre as a normal part of community life, the Board of Education of the City of New York and Actors' Equity formed "The Equity Community Theatre" last year. The experiment was tried in the DeWitt Clinton High School, where sixteen performances of four productions were given.

Step number one in the initiation of the project was a survey of the physical equipment of the auditorium and its stage. This was followed by a meeting of both Equity and Board of Education representatives to prepare an operating budget, select the plays to be given and outline the framework for the operation of the several divisions charged with sale of tickets, publicity, production and other matters.

William Saroyan's *My Heart's in the Highlands* was selected for the initial performance, followed by Shaw's *St. Joan*, Goodrich and Hackett's *The Great Big Doorstep* and Sidney Howard's *Lucky Sam McCarver*. Each play was scheduled for Friday, Saturday and Sunday evenings and Sunday matinee. Two weeks intervened between each production and the entire series required about seven weeks.

Since most of the publicity and sale of tickets was carried on from the school, the principal provided a small furnished office. Through this office flowed an endless stream of material. Posters were prepared and sent to the local merchants for display in their windows. Leaflets, announcements and subscription blanks were mailed and distributed. An intense drive was made through personal contacts and by telephone. Schools in the neighborhood were visited as well as leading business houses. Press releases were sent out daily to local newspapers and radio stations. There was no "let-up" in the stream of outgoing literature until the last play was over.

The outcome of the project on the whole was gratifying. Measured in terms of numbers, more than twelve thousand persons attended the series of plays. To many, this was their first experience with "live theatre," and they liked it. Hopes are high for successful future runs which will insure the expansion of the Equity Community Theatre.

Mr. Klot is executive director and Mr. Zingaro is teacher-in-charge, DeWitt Clinton Community Center, New York.

Twelve acres of diamonds are seeded at school in a cooperative project of the school, park and recreation boards.

COOPERATION brings Diamonds to Peoria . . .

Ralph E. Buerke

RECREATION, school and park officials in Peoria, Illinois, have taken effective steps to provide additional baseball diamonds for their city. The properties of the Peoria Park District are, for the most part, outside or near city limits, and its interior areas have little level ground where diamonds can be constructed. The older school sites have meager play space—although recently-built schools have good-sized tracts, thanks to a forward-looking board of education. School funds have not been available, however, for the development of these areas for recreation use.

Following a survey which showed that Peoria had only about forty-five per cent as many diamonds as a city of its size should, recreation officials took the lead in calling together representatives of the board of education, the park board and the recreation board to see what could be done to develop additional ball diamonds. As a result of several meetings, the three groups agreed to a plan whereby the recreation board would prepare and lay out ball diamonds on three areas containing eight, ten and twelve acres, respectively; the board of education would erect the backstops and be responsible for mowing the grass; and the park board would lend technical advice and heavy grading equipment.

The areas were graded during the summer, but disking and harrowing were delayed until the start of school in the fall. With the cooperation of the assistant superintendent of schools, principals and teachers, the recreation board devised a plan to permit students to participate in the development of the diamonds.

Principals and teachers explained to students the necessity of growing turf on the area. The director of building operations for the school board, whose hobby for the past twenty-five years has been the study of grass, gave talks to students on the technique of growing a beautiful lawn. The superintendent of recreation spoke on the costs involved. The students responded with enthusiasm. Math students figured the acreage to be seeded, the amount of seed required, the cost of the job and the boundaries of the field.

While this was being done, students in English and social studies classes considered the pupils' responsibility in maintaining and protecting the fields after they were seeded. After the areas were prepared, boys in the upper grades, using rotary hand seeders, sowed the areas with grass seed. Almost every boy was given an opportunity to seed one strip across the field. Others mixed the seed and filled the seeders. Using the platoon system, teachers kept a steady stream of substitutes reporting to the maintenance supervisor, who directed the operation.

Immediately following completion of the seeding, signs were erected which had been prepared in woodcraft and art classes. The girls participated by thinking up unique titles and painting signs. Trite "Keep Off the Grass" type of signs were conspicuous by their absence. Almost all the signs contained good salesmanship in their titles, and some used pictures of a foot about to step upon the grass. Among the more unique titles were: "Hey, Toots, Keep Off My Roots"; "Stop It, You're Killing Me, Signed, Mr. New Grass"; "Please, Give Me a Chance to Live, Signed, New Grass";

Ralph Buerke is superintendent of recreation in Peoria.

"Don't Do It, New Grass Planted Here"; "Please, Newly-Planted Grass, Don't Be a Dope, Give It a Chance to Live."

The young grass is sprouting, and the value of the co-operation of the school children has already been demonstrated. They have raised "Ned" with two stray bicycle riders and a housewife looking for a short cut home for trespassing on "their grass."

Since adult softball teams will use a portion of the fourteen new diamonds, they, too, were given an opportunity "to get into the act." Recreation board officials organized "operation parking lots." Old five-inch steel boiler tubes, cut into four-and-one-half-foot lengths were donated by the Keystone Steel and Wire Company. A dozen post hole diggers were borrowed from local contractors and the park board. While a dozen of the softball players dug holes, others followed them, placing the tubes into the holes and filling the holes with concrete. In this manner, parking lots adjacent to the fields were fenced off.

The board of education, the recreation board, the park board, the school children, the adult softballers, local firms and contractors—all have participated in the project. In congratulating the recreation board upon its enlistment of students in the undertaking, *The Peoria Journal* commented: "They will have a far greater interest in the diamonds because of the part which they have had in their preparation."

Grass recently sown by school students is now protected by signs which were prepared during woodcraft and art classes.

Recreation Leadership Training Programs—1951

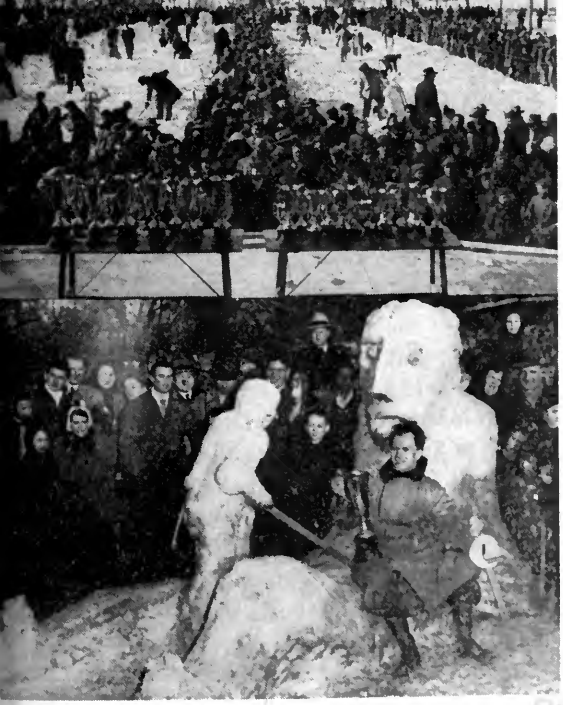
Date	*Location*	*For Further Information*
February 18-25	Eastern Cooperative Recreation School (Winter Session) Goddard College Plainfield, Vermont	Mrs. William Hargrave 18 Nyack Avenue Lansdowne, Pennsylvania
February 19-23	Fifth Annual Great Lakes Park Training Institute Pokagon State Park Angola, Indiana	Garrett G. Eppley School of Health, Physical Education and Recreation Indiana University Bloomington, Indiana
March 2-3	Recreation Conference for Colored Supervisors and Directors Tampa, Florida	James A. Madison National Recreation Association 315 Fourth Avenue, New York 10, New York
March 15-17	Fifteenth Annual Recreation Conference University of Massachusetts Amherst, Massachusetts	Ruth McIntire Extension Specialist in Recreation Cooperative Extension Work University of Massachusetts Amherst, Massachusetts
March 28-April 4	Annual Southeastern Jurisdiction Recreation Leadership Workshop (Methodist) Leesburg, Florida	Harrison Marshall Chairman Daisy, Tennessee
April 4-7	National Folk Festival Kiel Municipal Auditorium Opera House St. Louis, Missouri	Miss Sarah Gertrude Knott Room 214, 706 Chestnut Street St. Louis 1, Missouri

A BIG CITY SNOWMAN CONTEST*

Sidney Panzer and Justin Gilbert

Contestants worked rapidly; some used light wooden frames.

Contender for Children's Originality Prize rests while awaiting arrival of judges.



Spectators jam walks at contest area; icy creations keep snow sculptors busy.

"David and Goliath" wins top honors for originality in the Professional Class.

Central Park's Mall in New York City became a Wint Wonderland, one white February, as thirty thousand pe sons viewed an outdoor production of "Men in White"- a snowman contest put on by a newspaper, *The Dai Mirror*, and the parks department. Almost two hundre sculptors, from oldsters to a three-year-old, competed the big event.

The sun shone, but it was sufficiently cold to solidi most of the artistic productions. Ideas ran the gamut- with everything from the common conception of the snow man, with a corncob pipe and top hat, to the most elab rate figures representing peace, Neptune's favorite me maid and Babe Ruth in a dugout.

The big show got under way at ten a. m., as contest o ficials assigned locations to entrants, and ended at thr p. m., as the winners received thirty-six handsome cu from the *Mirror*.

Park department workers labored throughout the mor ing, clearing the lanes and readying the Mall are Throughout the contest, music played through a lou speaker from the bandshell. Food and hot beverages we served. Spectators pressed through the lanes at about s thousand an hour.

Cups were awarded to winners in four classes. In t professional class, which included members from the Cl Club, Sculptors' Guild, Washington Square Art Associ tion and the Village Art Center, many startling exhib were created.

*Reprinted through courtesy of the *New York Daily Mirror*.

"Babe Ruth" wins the first pri in Junior Amateur Cla

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ADMINISTRATIVE PLANNING | Its Effective Use

"Making the budget worth every dollar."

Richard G. Mitchell

PART II

IN THE HISTORY of public finance, the notion that public funds should be used for such purposes as provision of recreation services is a relatively new one. From the economic doctrines of Adam Smith to the present time, there has been evolving a philosophy of public responsibility for provision of widely-needed and socially-desirable services. If this had not happened, it is reasonable to contend that the recreation movement, as an example, would have remained close to the original concept of children's playlots rather than expanding to the social movement that it is today.

With the increasing expenditure of public funds have come planning, budgeting and management, designed to heighten effective use of tax-funds. On the municipal level, the real systematization of public finance and business-like control of public funds coincides largely with the development of the city manager movement. The city manager form of government introduced into the American political scene the concept of nonpartisan management of the municipal enterprise. It is probably never completely possible to remove the influence of politics and political expediency from the administration of government; however, the scientific management movement—such as the city manager form of government represents—has done a tremendous amount to put government administration on a professional basis, with the accent upon public administration skills rather than upon the once-prevalent practices of graft, pork-barreling and bribery.

In the preceding article of this series, on "Planning is the business of preparing for action," published in the January RECREATION, we paid special attention to the purposes and processes involved in drawing up a master plan to guide department actions. In this article, we shall turn our attention to budget-making and the management process.

Preparation of the Budget

Budget-making is characteristically a function of the top-most executive level. It is properly concluded that the city manager cannot be held accountable for his performance unless he has authority and responsibility in such areas as public finance. In such a setting, the role of the department head does not become meaningless with reference to budget-making matters. Instead, he must adapt his appropriation application so that it contains the more precise data required when scientific management is sought.

A budget has been defined as a story of what is proposed to be done, told in fiscal terms. Budget-making, then, becomes a significant part of the administrative planning process. Unless the monetary amounts in a budget are based upon some tangible, previously-prepared plan which has had the benefit of careful study, a systematic reason for requesting appropriations is lacking. Unless there is a realistic plan which the department executive can use in his preparation of department requests and for reference when he appears before the budget-making officials, his requests are something in the nature of asking for a blank check to pay for services which he hasn't shown are needed or that he is prepared to provide.

Budget practice in the past has been to request funds for the employment of a certain personnel set-up, plus an additional number of dollars for supplies and equipment. Under such a method of requesting financing, it is extremely difficult to determine precisely how the money is to be utilized for the accomplishment of major and minor departmental services and functions. In such instances, there is no method of measurement which can be employed in advance to gauge the efficiency and economy of the contemplated method of performing the work. The more business-like method is to set up specific projects and support them with realistic estimates of personnel and equipment requirements, so that the budget is a genuine recital of the work which the agency proposes to do.

While a barrage of exact statistics and carefully-computed dollar amounts is necessary in budget-making, its significance is not always apparent to the budget-reviewing body or to the citizen who is interested in securing information as to how his government works. This suggests, then,

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Richard G. Mitchell is a managing operations assistant in Los Angeles Field Office of Public Housing Administration; hopes soon to get back to recreation on a full-time basis.

that the budget message is the most widely-understandable portion of the budget, and that special attention should be given to making the message coherent and intelligible. A well-conceived budget narrative is tied to reality. As such, it considers the following:

1. *What was planned last year?* A brief resume of important portions of the previous year's plan, plus the reasons for their having been scheduled, is needed to relate subsequent portions of the narrative to the continuing purposes of the agency.

2. *What was accomplished last year?* A digest of accomplishments and illustrative comment, to explain the reason for not completing objectives, is needed.

3. *What can realistically be accomplished this year?* Under this heading should be set forth the proposals for the year as developed in the master plan, together with any additional notes which will illuminate the proposals.

4. *What needs to be done?* Under this heading should be listed the minimal obligations of the department, so that comparisons can be made between what must be done and what has been planned. Such items as fixed and unavoidable expenses should be set forth in this section.

5. *How is it to be done?* What additional staff will be needed? How much are workers to be paid? What changes in operating procedures during the coming year will result in savings to the department?

The fiscal document itself, supported by such arithmetical schedules as are necessary to portray how the dollar amounts were ascertained, is a well-known part of the budget and need not be dealt with here. A third document, and one of considerable importance, is the department organization chart and accompanying personnel data. The organization chart needs to be restudied at least annually to prevent "institutionalizing" of the agency staff. Such a restudy will assist in guiding the way to necessary personnel changes and adjustments, before employees have settled into rigid operating patterns. The organization chart will not straighten out personnel problems, but it can help to point out where they exist. The personnel data should include a schedule of salaries for each position classification, together with a departmental work program illustrating the number of man hours to be allocated each principal work division—i.e., playground supervision, maintenance, special program direction, staff meetings and in-service training.

Lubricating Oil

And now we turn to our final topic for consideration—the management process. The management process can best be illustrated by comparing it to the lubricating oil in the automobile engine. Without the oil the engine won't run; yet the oil in itself doesn't make the engine operate. So it is in directing the activities of an organization. The agency may be generously endowed with a corps of talented specialists, but also needed is management skill to obtain effective utilization of individual abilities in a coordinated effort. We call this the management process and define it as the special methods which are devised to satisfy the administrative needs of a particular work problem with resultant elimination of friction, duplication and waste.

Utilization of the tax dollar in such a way as to insure maximum productivity per penny spent is an understood obligation of every public official. It is perhaps a weakness in recreation administration that not enough attention has been given to the process of developing measurement methods which can be used to demonstrate what work is being done. Such measurement devices would be highly useful to the layman who wants "to be shown"—who wants the department executive to tally up the units of accomplishment. Something more specific than attendance figures or activity listings is necessary to demonstrate quantitatively and qualitatively exactly what the department has been doing.

Probably the greatest cause of waste in the use of recreation funds is the failure by management to utilize adequately-available man hours. To curb this loss at the point where it occurs, more competent understandings of the management process are necessary, and more effective methods of supervision must be employed.

Determination of the supervisory methods to be used depends upon knowing what it is that the supervisory process is expected to accomplish. Supervision exists to obtain the performance of a more professionally-competent job; therefore, the supervisory process involves utilizing means of measuring employee skills and deficiencies, programming training sessions, individual counselling, stimulating an employee's interest in his professional growth, and employing all the other known devices for improving employee ability.

The five elements in the management process are:

1. *Planning.* The determination of objectives to define what is to be accomplished.

2. *Organization.* The planning and building of the personnel structure—the "machine"—that is to carry out the planned program.

3. *Policies and Procedures.* This process is concerned with the systematization of work methods, thus providing the employees with an administrative kinship to the thinking of the department heads so that they are more adequately prepared to follow and enhance agency policies.

4. *Facilities.* The employee must have certain "tools" with which to work; they must be of a certain quality and they must be usable. Broken slides, inadequate clubroom space or the lack of a basketball court are all lacks or deficiencies in specific program situations. Their inadequacies handicap the employee and harm his morale by preventing him from doing as much as he is professionally able.

5. *Production Standards and Evaluation.* An essential ingredient of supervision is that it be related to production standards and evaluative concepts which permit factual appraisal of the employee's performance. Without development of suitable criteria for measuring performance, the administrator can neither establish a level of performance which can be viewed as the norm—which must be at least attained by all employees—nor is he equipped to make qualitative judgments and comparisons of the work of various employees to determine staff strengths and weaknesses. This topic represents what is probably one of the most

stimulating areas for research in recreation administration.

A Supervisory Plan

It is important to construct a supervisory plan—a notion of what it is that the supervisory process is expected to accomplish—and then to select and practice the methods which are known to be most effective in the particular situation encountered. Supervision, as a management method, has come a long way from the primitive ideas of overseeing, which were typical fifty years ago, to our modern understanding of it as a cooperative activity. The recreation movement must be recognized as a social force. As such it becomes not a physical activity of conducting baseball games, but an educational process in democratic method. In this framework, supervision must take on qualities and connotations far more subtle and profound than would have been necessary in a less meaningful situation. From this we can conclude that the supervisory process operates within, is nourished by the democratic process.

Democracy is more than a political method, an acceptance of the will of the majority. Democracy emphasizes the worth of the individual. It recognizes the existence of differences between people in many ways—intelligence, physical skill, health, race, religious affiliation—and, yet, respects the intrinsic and unique personal worth of the individual. Democracy must be viewed as a continuous process of examining, questioning, sampling. It relies upon the processes of discussion, deliberation and majority decision for its direction, and substitutes leadership for authority. Once recreation is viewed as functioning within this sort of framework—this intellectual climate—the process of developing techniques of leadership and methods of supervision becomes pre-eminent; for unless these are determined and utilized, the purposes remain unattained.

The understanding of supervision as a coercive process is obsolete. In its place has come the dynamic idea of supervision as a means of training, of counseling, of guidance. The supervisory goal is improved agency service. As processes in this striving, recognition is given to the fact that each employee is a key to this accomplishment, and that freeing and enlarging his powers of leadership and creativity are ideals in the supervision undertaking. Principles governing supervision include:

1. The supervisory plan should be cooperatively developed by the staff members so that the supervisory work will be directly related to their expressed desires for aid.

2. Supervision must derive its direction from the situation. It is useless to develop a supervisory plan unless that plan is based upon facts about the needs of the leaders and the professional goals of the agency.

To advance the purposes of the agency, it is essential that the agency promote the competence of the leader and seek to help him improve his performance. Supervision which *stimulates* self-directed *self-improvement* is the most satisfactory kind. Stimuli which perform this function are:

1. Provision for free and open discussion of common problems in staff meetings. This will require that the group leader have skill in discussion leading.

2. Committee participation by leaders in planning staff meetings, conferences, in-service training programs.

3. In-service training, where the leader participates with others of similar status, as well as with higher ranking staff members, in analyzing and evaluating performance, in filling gaps left by inadequate or inappropriate preliminary training, and in professional reading and research.

4. Leader participation (probably through committee work) in the administrative planning process.

5. Maintenance of a good professional library at agency expense for use by the leaders.

6. Committee inquiry into the subject matter of the field. This may be expressed in development of objectives, experimental diagnosis of methods or materials, or organization of a continuing effort to improve leadership methods.

In the process of organizing in-service training programs, department heads must not require that the leaders take courses to improve their competence and yet overlook the possibility that the supervisors may also need additional training. *The improvement of leadership is a task of the leader, assisted by the supervisor;* stimulation in the leader of the desire for improved abilities must be preceded by supervisory skills capable of counselling and guidance.

The foregoing may have left a mistaken impression that supervision is viewed exclusively as an intellectual process, where much theory spinning and pleasant talk are substituted for the business of seeing that the required job is being done in the demanded fashion by the persons paid for such work. Of course, no such whimsical suggestion is intended. But the effort made in these two articles has been to demonstrate that good administration is a challenging process and that waste motion, waste time and inadequate productivity are prime areas for improved recreation administration practices. If the playground were to be considered as a factory where the output could be counted every day and every hour within the day, it would then soon be possible to eliminate many unproductive practices. Fortunately, the playground role is not restricted to a level of activity represented by mere counting of output. But no amount of lofty dedication can be accepted as a substitute for honest effort. It is wrong, from a public administration standpoint, and detrimental to the ideals of the recreation movement, to have staff employees closeted in offices issuing equipment, answering telephones or fraternizing with a few friends; yet these, and many similar practices, provide the soft underbelly which makes recreation vulnerable.

The recreation superintendent has a long overdue job of planning to do if a detached and objective examination of his program demonstrates that there is no coherent long-range plan, no sound method of department budget-making and no system to his management processes. It is far better that the recreation personnel examine their practices and make the necessary revisions. This results in professional growth. If we cannot do this job for one another, then it deserves to be taken over by those who need know nothing more about our field than that it is a place where one can probably effect economies by lopping off unproductive staff and reducing salaries to coincide with a lower grade administrative capacity.

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SQUARE DANCE *"CALLING"* *for Beginners*

Anne Livingston

When "calling" square dances, as in leading all rhythmic activities, it is essential that we know *when* we are on the beat of the music. Music is as important to the dance as background is to a picture of a beautiful outdoor scene. If the music is suited, one is hardly aware it is there because it is so much a part of the dance—every beat fitting its steps and rhythm.

Those who learn to call square dances, and have not had training in music and rhythm, need to know *how* to hear the definite beats so that they may correct themselves when they are calling off beat. To the musically-trained person, calling out of time distorts the beauty of both the music and the dance.We hope that the following will help those who are untrained to learn to call and to know when they are with the music.

Eight beats are used in the following outline and, by leaving out words, counting the beats instead, we learn to know and to feel *when* it is time for the word to be used.

Some people who are not sure of their rhythm call with patter, using a word for every beat; this is the easier way. But if they could learn to call without patter, awaiting the correct number of beats each time between words, they would never call off beat and could become skilled in calling with or without patter.

Practice Outline for Calling Rhythmically

Each dash is *one* beat; be certain to give each beat the same length of time. Each word under a dash is said *on* the beat—other words to be filled in in-between.

Introduction

/	/	/	/	/	/	/	/
Honor your	*Partner*	/	/	*Lady* by your *Side*		/	/
All join	*Hands* and	*Circle*	*Wide*	/	/	/	/
Break and	*Trail*	*Single*	*File*	*Lady* in the	*Lead*	*Indian*	*Style*
/	/	/	/	/	/	/	/
You swing	*Yours* and	*I'll* swing	*Mine*	/	/	/	/
All	a-*Round* your	*Left* hand	*Lady*	/	/	/	/
See	*Saw* your	*Own* pretty	*Baby*	/	/	/	/
On your	*Corner* with	*Your* left	*Hand*	a *Right* to your	*Partner* and the	*Right* and *Left*	*Grand*
/	/	/	/	/	/	/	/
Meet your	*Partner* and	*Promenade*	*Home*	*Promenade*	*Boys*	*Promenade*	*Home*

Sashay Four

First	*Couple*	*Balance* and	*Swing*	and *Down* the	*Center* and	*Divide* the	*Ring* the
Lady go	*Right* the	*Gent* go	*Left*	and *Four* in a	*Line* you	*Stand*	/
Forward up	*Four*	/	/	*Fall* back	*Four*	/	/
Sashay	*Four* to the	*Right*	/	/	/	/	/
Forward up	*Six*	/	/	*Fall* back	*Eight*	/	/
Forward up	*Eight*	/	/	*Fall* back	*Six*	/	/
Sashay	*Four* to the	*Right*	/	/	/	/	/
Forward up	*Four*	/	/	*Fall* back	*Four*	/	/
Sashay	*Four* to the	*Right*	/	/	/	/	/
Forward up	*Six*	/	/	*Fall* back	*Eight*	/	/
Forward up	*Eight*	/	/	*Fall* back	*Six*	/	/
Sashay	*Four* to the	*Right*	/	/	/	/	/
Forward up	*Four* in the	*Middle* of the	*Floor* and	*Circle*	*Four* in the	*Middle* of the	*Floor*
/	/	/	/	/	/	/	/
Swing your	*Partner* and	*Home* you	*Go* and	*Every*	*Body*	*Swing*	/

Note: If called as above, the timing is right. There is no waiting or rushing while dancing "Sashay Four." This figure is a little difficult to call while watching the dancers as they are moving forward when the caller calls "fall back" and vice versa.

In all rhythmic calling, the directions are given two beats preceding the change of motion so that the dancers will know the next movement and not have to wait—assuring perfect timing.

If the caller would fill in the "dashes" with words for "Sashay Four," he would find it easier to call; if he practices it as written, there will never be a chance of not hearing the beat and calling off rhythm.

Mrs. Livingston has been a member of leadership training staff of National Recreation Association since 1943.

Evolution of In-Service Training in a City Recreation Department

Robert E. Reed

ONE OF THE MOST important problems confronting today's recreation executive is that of the in-service training program. Adequately-trained personnel means good leadership—and good leadership is the backbone, the very foundation, of modern recreation. Just as the lifeline stretched across the deck of a ship at sea in a storm provides guidance and safety to the seaman working on the pitching deck; so, too, the in-service training program offers to the recreation leader guidance throughout the storm of changing political, social and economic conditions and safety from the sea of decadent inactivity.

Recreation, in many respects, is an educational process; hence, to keep abreast of the field, you, as leader, must be continually alert to the changes going on about you and adapt yourself and your profession to these changes. The in-service training program offers the best opportunity to evaluate these changes in terms of the recreational needs of your particular community and to carry out whatever training program is necessary to enable your staff to meet these demands. Whether the municipality is a large metropolitan area or a small rural community; whether it has long engaged in public recreation or just recently entered the field; whether it depends upon paid, professional leadership or upon volunteer leadership, one common denominator is present—the need for a well-planned, comprehensive, in-service training program.

Recreation executives in many communities are faced with the same problems with which we have had to deal in St. Louis; it is with this realization in mind that a review of our own in-service training program for the past few years is offered. It will perhaps suggest a possible solution to your own particular problems.

When I first took on my full-time duties as general supervisor, eight years ago, salaries were extremely low, ranging from sixty-five to one hundred ten dollars per month. Thus we could not expect to attract and hold many persons with the educational background and experience demanded of today's recreational worker. This same period marked the advent of civil service for city employees and, since many people had received their original appointments through political connections, there was a marked feeling of unrest. With such conditions prevalent, it became apparent that there was an extreme need for an in-service training program to develop our potential strength into the well-rounded, efficient recreation staff that we could become and to aid the new workers to attain the same high level of proficiency.

As this story unfolds, you will probably note how, on some occasions, good training standards have been somewhat violated. But I trust that you will also see that this was caused by the exigencies of the moment. For example, I firmly believe that staff should aid in the planning, the organization and even in the administration of the training program. Staff members may realize, even better than you, what their own individual weaknesses and deficiencies are, and if you can successfully draw them out in this respect, their assistance will be invaluable. This, in itself, is excellent training for staff workers in administrative duties and makes them more appreciative of the responsibilities borne by the executive.

Our staff, however, had never been asked to aid in planning a program. They were used to doing only what they had been told and group thinking, independent of the central office, was unheard of. Thus, the very circumstances that dictated the need of a good in-service training program prevented our operating under optimum training conditions. So, the first task was to create in the minds of the staff a "professional consciousness," an awareness of a job to be done, to impress them with the importance of their work to the community and to instill a feeling of pride in a job well done.

To aid in this development, a library relating to all phases of recreation and to allied fields was started, open at all times to every member of the staff. New books are added as funds permit.

We still follow our original practice of meeting every Saturday morning during the playground season and every other Saturday morning during the community center season. This is working time for our employees and attendance is compulsory. We have, however, changed our format for these meetings.

Originally, our training periods consisted simply of meetings during which the weak spots in our program were pointed out and suggestions were offered as to how they could be over-

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come. From time to time, lectures pertinent to some part of our program were given by the writer or his assistant. Realizing the need for new ideas from outside our department, we decided to invite outstanding recreation workers from other local agencies to talk before our group and to encourage our workers to attend recreational institutes held in this area. Wherever necessary, staff members have been allowed to attend these institutes during working hours; we consider the knowledge and training received of enough importance to justify this procedure.

An attitude of acceptance of the training program had been manifesting itself. Casual, but careful, questioning among members of the staff brought to light the fact that we had several employees not only ready to accept a more prominent role in the training program, but eager to make their contributions.

Staff Participation Begins

Therefore, at the beginning of a new community center season, a mimeographed outline of our training program for the year was given to every worker. This was complete in every detail, listing the dates of our training sessions and the assignments, explaining what was to be covered and naming the individuals responsible for conducting each session. Yes, we had entered a new era in our training program—the burden of carrying the load of staff training was shifting to the workers themselves.

As for the content of our training sessions, we have attempted to plan a well-balanced program including low-organized games and athletics, arts and crafts, storytelling and so forth. In the beginning, we could only hit the high spots. As we have added new phases of recreation to our program, we have provided the necessary training in these fields.

Meanwhile, the expansion of our program made it necessary to create supervisory positions in some activity fields. In all cases, the supervisors came up from the ranks—and I attribute this largely to the success of our training program!

We were so encouraged by the results shown during the first year the plan was in operation, and individual staff members handled their assignments so well, that another forward step was initiated at the end of the season. A committee of staff members, including one activity supervisor, was appointed to plan a suggested training program for the following (1948-1949) indoor season, paying particular attention to the possibility of getting more staff participation as instructors. I met with the committee on only two occasions and then only to answer certain questions on policy and procedure.

After a few weeks of diligent work, the committee reported back to the entire department. It had realistically attacked our programs, methods and policies and had thoroughly covered our department and its work. It ended its report with a number of suggestions to the office, chief of which, insofar as training was concerned, was one that noted that subjects assigned throughout the year should be covered by panel discussions rather than by individual lecture assignments. We had a number of volunteers and the various panels were then filled out by assignment from the office. All this from a staff that just a short time back could find nothing to suggest! This proved to our satisfaction that better results are obtained when the staff shares in the planning and execution of the program, feeling more an integral part of it, than when all arrangements are handled by the central office.

This experiment, although successful, also had its shortcomings. In reviewing our program to date, we found staff members who, for various reasons, had never appeared before our group. The new committee, composed of all who wished to volunteer their services, recommended that we continue the same type of discussion periods. To guarantee the appearance of every staff member, ten group projects were selected and each of our ten community staffs was assigned to one of them. Each staff member was given a particular portion of the project to develop and report upon to the group.

All this activity required our workers to engage in a great deal of research in the various recreation publications available in our office or in the public libraries, increasing their knowledge in several phases of our program. It also presented the opportunity for experience in public speaking before a sympathetic audience and good training in acquiring the poise and ability demanded by it.

During this year, we also used visual aids for the first and, so far, only time. Our entire staff, with its supplement of summer playground workers, was shown the films, "Playtown, U. S. A." and "$1,000 for Recreation." Our supervisory staff saw several films pertaining to the right and wrong types of employee relationships. In addition, we sponsored basketball and volleyball clinics for players, coaches and officials, using not only qualified members of our own staff, but also outstanding high school and "Y" coaches and officials.

The next year, the 1949-50 season, saw more radical innovations as every effort was made to bring to our staff the type of training most urgently needed at the time. We decided to pattern our training along the lines of courses offered in the universities. Several staff members were assigned the job of outlining courses of study, which I later edited. The courses finally approved and selected by the group were: Organization and Administration of Recreation, Administering a Community Sports Program, Dancing, Public Relations, Music, Crafts and Camping. Individuals were assigned to serve as instructors for these sessions.

One of the highlights was the practical application of the lesson dealing with window trimming in the course on public relations. Each of our centers obtained window display space at a well-known business establishment in its own community, and a well-planned recreation exhibit was held simultaneously for a week's time. This was sound public relations and did a great deal to advertise our work.

The department also sponsored a course in social recreation activities, offered by the University of Missouri for two hours' undergraduate credit. While the course was open to anyone, members of our staff were the only ones who availed themselves of this opportunity.

To increase the scope of our social recreation training, each community center staff was assigned to prepare a

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party for one meeting period throughout the year. Good training in developing party ideas, planning and preparing party menus and arranging a program of party activities was obtained through this means. We discovered much heretofore hidden talent among our staff and the parties were huge successes socially.

Since the inception of our training program, we had held a one-day preseason training period on the Saturday immediately preceding the opening of our playgrounds. Our employees were on the payroll during the training period. Three years ago we increased this preseason training period to two and one-half days; yet I had never been wholly satisfied with the arrangements. Because of outside interests and attractions, we hadn't been able to keep the attention of our group concentrated upon the training program. Our summer workers had just finished a year of schooling, climaxed by a series of final examinations. They were tired of studying, restless and wanted to relax and enjoy themselves. Thus, psychologically, they were not ready for a training program.

The Program Moves to Camp

After much deliberation, I thought that I had the answer to this problem. Why not offer our staff an environment that was at once restful and enjoyable and yet free from the extraneous temptations which were bedeviling our present program? Was such a thing possible? Yes, I believed that it was and certain that our playground training program would be more successful in camp because the camping situation is more conducive to good training procedures. The staff would be under our control from the time we entered camp until we departed for home. There would be no impatience to get away for dinner or for a date at the movies. They wouldn't be plagued by the staid traditions of confinement to a classroom—an experience from which they had just been released.

So, with the advent of our two-and-a-half-day preseason training program, it was suggested that this training be conducted at a camp. But, for various reasons, this recommendation was turned down, not only then, but for the next two years. However, this past year the story was different. Conditions had changed and the new administration saw fit to approve the suggestion. Our 1950 preseason playground training program was held on June 16, 17 and 18 at Camp Don Bosco.

In order to evaluate accurately the results of this training program, our entire staff was given a questionnaire designed to bring out both the good and the bad features as viewed by the workers themselves. Space was provided for suggestions for future planning. In an attempt to secure honest criticism, the questionnaires were returned without identification of any kind.

It was most encouraging to find a four-and-a-half-to-one majority in favor of this type of training program, and a number of good suggestions was made by our staff for future consideration. This corroborated the opinion of the central office staff, gained from observation while in camp, and more than justified our expectations for the experiment.

The success of our training program as a whole has been evident in many ways; but most gratifying is the fact that other agencies have recognized the advance we have made. Several of our staff members have appeared on conference programs offered by other agencies. For example, our staff handled the entire crafts program at last year's annual Sherwood Forest Camp Training Conference; three of us were on the program of the first statewide community park and recreation institute offered by the University of Missouri last April. We have had workers on other programs, too, such as those of the Midwest Recreation Executives Conference, other area conferences, the National Recreation Congress and on study committees of the Group Work and Recreation Division of the Social Planning Council of St. Louis.

Our own staff is becoming more and more interested in attending these events. At the National Recreation Association's 1949 Congress in New Orleans, for example, St. Louis led all other cities in the number of delegates registered—and virtually all of these were members of our staff! As their knowledge increases, the need for continued training also becomes apparent and the value of these conferences and institutes is realized. Altogether, we feel that we have come a long way since our training program was inaugurated back in 1943, and our success encourages us to look ahead to the future for even better results.

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Jean Paul

the ELDERLY *and* FRIENDSHIP

"PLACES PLEASE," came the call of the director. With this, two elderly ladies adjusted their skirts and gingerly climbed the steps leading to the stage. Then the piano swung into the introduction. But what was this? Certainly not a stately minuet! No, these dignified-looking ladies were getting the beat to a tune that their grandchildren would term "quite jivey." Came the cue, and then glory be, with skirts and grey hair flying, they broke into a tap dance! It was a rehearsal for the Edmonton (Canada) Friendship Club's April variety show, "The Three Score Review." Oh, there would be minuets, too, and songs and skits and everything else that go to make up such a presentation. And nearly every performer would be over the age of sixty!

Now going into its second year of successful activity, the club was started with the object of supplying companionship to a few lonely, elderly men and women. Within a year, however, there were nearly five hundred members and a long waiting list of people in the sunset of life, all craving the one priceless thing that this club had to offer—release from loneliness through friendship. Before their association with the club, many of these elderly folk had not, for years, really known the joy of having a friend.

Here's how it all began: Sparked by Eve Henderson, better known to Edmontonians as Helen Kent, women's radio commentator and herself a vivacious grandmother, a meeting was held early last year to which representatives from about thirty women's clubs and a representative of the recreation commission were invited. At this meeting, welfare workers outlined the need for a recreational and social center for elderly men and women. The recreation commission representative spoke of recreation as being a need for all age groups including the elderly. Attention was drawn to the many elderly folk seen daily in the lobbies of stores and hotels, seeking nothing more than the warmth of companionship.

After several more meetings, plans were drawn up to stage a party for several hundred elderly folk whose names and addresses were obtained through churches, welfare agencies and other sources. On each invitation was written the name of a hostess who was responsible for about six men and women during the evening. It was her duty to make these people feel at home, to chat with them and thus discover their interests as a basis for building up a club program. Later in the evening, when the elderly guests had warmed to the music, singing and dancing, they were approached on the subject of a club where they could enjoy handcrafts, cards and, most important, companionship. Their approval was unanimous.

After much discussion, the name "Friendship Club" was chosen by potential members themselves. Such a name seemed to symbolize what they now wanted most out of life. It was they, too, who set down the rules for their club. They outlined the object of the club as follows: "To promote, foster and provide friendship amongst elderly persons through recreation and leisure-time pursuits."

Restrictions are few, but show much thought and good sense on the part of the elderly people. Applicants must be residents of Edmonton or the Edmonton district. There are no restrictions as to religion, race or color because,

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after all, loneliness knows no such boundaries. Members must be sixty years of age or over (the oldest is a spry eighty-six) except in cases of blindness, amputation or other such handicaps which may prevent such persons from participating in more vigorous activities. No fees are collected, but a contribution box is maintained for small donations from those who can afford it. With knowing wisdom, the elderly folk also stipulated that "No political or religious controversial matters are to be discussed that would tend to create discord."

A board of directors was set up with representatives from the women's clubs who had shown a desire to help. Now, more and more clubs are actually clamoring for the opportunity to provide entertainment and refreshments at the meetings. The Edmonton Recreation Commission gave a large, bright airy room for club use three afternoons and one evening a week. Press and radio were caught in the tide and came forward with marvelous publicity, with the result that donations of dishes, kitchen utensils, cardtables and other requisites soon began pouring in from both commercial and private interests. Enthusiasm mounted with each meeting. Members brought their friends who, in turn, brought their friends until, finally, membership edged the five hundred mark. Facilities were strongly overtaxed, and much to the disappointment of all, this central Friendship Club had to refuse further membership.

Since then, however, a branch club has been formed in the Alberta Avenue district, sponsored by women's organizations of that district and under the direct jurisdiction of the central board. It is hoped that other Edmonton communities will follow this lead and thus enable elderly folk to attend a club in their own district and save the long and, for many of them, costly trip downtown.

Here is an example of complete democracy. Some members are living alone in one room on as little as thirty-five dollars a month, paying as much as half of that for rent. To them, the carfare required for their visits to Friendship Club meetings is a comparatively large allotment from their meager budgets. On the other hand, some are wealthy, and their need for companionship brings them to club meetings by taxi from Edmonton's richest district.

These elderly folk aren't just sitting back, accepting all the advantages of the Friendship Club and enjoying it as a special consideration for their age, as they might justly expect to do. They have entered completely into the spirit of the thing, learning from volunteer teachers new crafts such as pottery, flower-making, weaving, rug-making, basketry and leatherwork. Finished products, many of them so beautiful that they have surprised even the folk who make them, have been displayed and sold, thus augmenting the treasury. Guiding light of the handcrafts department is a former therapist, Mrs. C. Emslie, who has become a mother confessor and comforter, and can call most of her "pupils" by name. She now has two assistants, and all three are kept busy solving the problems encountered by not-so-nimble fingers in the weaving of a basket or fashioning of a wallet. At the beginning, many of the elderly men, too, evinced an interest in the handcrafts, but gradually forsook this for the cardtables. There may be better bridge played, but none chattier or happier than at Friendship Club sessions.

Explaining her role in the club, Mrs. Emslie looked fondly at the grey heads bent earnestly over their handcraft projects, listened for a minute to the buzz of friendly chatter and remarked, "On the first day that I approached these folks about handcrafts, frankly, I didn't know what to think. Some of them complained of their arthritis; others were worried about their eyesight; and many of them were just too shy to say anything. But after they had completed their first article, they just couldn't wait to get started on the second, and they've been like that ever since." Mrs. Emslie is now attached to the recreation commission staff.

Last fall, the Friendship Club sponsored a fashion show, the clothes being provided by a large department store, and a good sum of money was raised. The elderly people also held a Gay Nineties fashion show for their own members. Beautiful heirlooms were tenderly unpacked and worn with great pride. Later came a Halloween masquerade, a grand and gay affair involving much giggling and secrecy among members who had been too busy through the years sending their small fry off to such parties to take time out for such frivolity themselves. And oh, how they loved it! Came Christmas, and another excuse for a party. So they staged an evening complete with not one, but two Santas, and a Mrs. Santa Claus as well. March brought the first anniversary party, another gay affair that had members agog for weeks. As soon as these folks get one such party planned and carried through to a successful conclusion, they immediately start planning another one. They just haven't time to be lonely!

Those who have guided the Friendship Club since its inception have been encouraged by the response of the elderly men and women; touched to see blind people being led to the stage to sing for the other members; delighted to see the once shy ones now the life of the party; and amused to see ones who could only be described as "crotchety" now good-naturedly kidding their fellow members.

The psychological effect has been tremendous, for the so-called ills of old age are forgotten as members enjoy the fun of belonging, in being a part of the community-at-large, and in doing things for themselves. It is difficult to ascertain the potentialities of this club as the spirit and fellowship which prevail among members are capable of achieving all of their aims.

Says Eve Henderson, the club's originator, "It would be wonderful if friendship clubs could be formed in this manner right across our country. It would be a dream come true, for what can be done here in Edmonton can be done in any city. Look around, you'll find many elderly folk right in your own community and, with your help, they too can enjoy joyful, friendly companionship. The Friendship Club of Edmonton is proving what can be done through cooperation. It has caught the imagination of all citizens; it will catch yours wherever you live. Let us not forget those who pioneered and made this country of ours the wonderful place it is. They deserve our consideration. Let's give it freely and lovingly."

selecting Community Leaders

A talk delivered by Mrs. Paul Gallagher to the group work section of United Community Service of Omaha, Nebraska.

THE INVITATION to consider this topic implied that the leaders under discussion were to be those on welfare, civic and cultural boards, not those connected with business or governmental administrations. Boards, as a device for overseeing and inspiring social action in this country, have shouldered mountains of responsibility.

With the described limits, then, how does the selection of leaders for service upon these boards begin? The first point to note is that leaders are not selected—they emerge. And when they have emerged, what one does is rather to cope with, than to select among, them.

A board has a new member to find, an office to fill. Among all those concerned, the professional executive has the highest stake in the risk of this search. His work can reach no higher point than his board is able to envision.

Let's draw a picture of the ideal board member. He should be dynamic, forceful, informed about, or at least concerned about, the field with which the board is dealing; he should have prestige in the community in general and yet have time to give to the board's work; he should be a hospitable creature who, when the leader in the professional worker's special interest comes to town, will invite him to dinner. So much for the ideal—you end by taking what you can get, and the wonderful thing is that so often what you can get turns out so well. For it is seldom that, in the beginning, the new board member is well-informed in the field of the board's activities; he often has to be educated even to be concerned.

Of course, if the board is very sinful, it will get for its sins one member who feels that he is doing somebody a great favor by serving upon it. Who the mythical creature is who is being favored is an impenetrable secret, but his benefactor bobs up over and over again.

Board members who are dynamic, forceful and dripping with prestige are acquired in number; but the one with time for the board's work—where is he? He is as scarce as the heath hen and as shy when found and, as in the case of the heath hen, no one knows whether he is reproducing himself or not.

There, with all their faults and lacks, you see the material out of which board members are made. But to save the picture, you have in the background the professional worker or staff of workers. Whenever I watch the pro operating on his board, I think of the sculptor and his unpromising clay and the resulting heroic figure. It does seem unjust that, in addition to carrying on his profession, the executive director has to shape his governing body; but that is what he must do. And it is done, as a rule, in such good spirit that it must be one of the courses of training that has to be excelled in before the college degree is given.

Having been the raw material that a pleasing variety of these skillful professionals have worked upon, I can describe their several routines. Usually they begin by assuming that I know nothing of the field and so they educate me—they see that I have magazines of information upon their specialty; they lure me into going to conferences; they keep me busy with projects. In some fields, markedly in musical enterprises and welfare, they have found me so hopelessly inept that they have guided the board into dropping me before my term of service could have ended. Those people I do admire. Time is so scarce that the bare rules of economy direct that it should not be wasted upon the unsuited person. This leads us to Axiom I in the care and nurture of board members:

Meritorious service upon one board does not guarantee a member's similar success upon another kind of board. It is unlikely that a person who has to be coaxed to come upon a board will be worth the trouble it costs to educate him.

To guide the policy of the institution the board governs is the major work of the board member, of course. But almost as important is the task of enlightening the community in general as to the goal of the institution and its success in reaching that goal. A reluctant member, no matter

Mrs. Paul Gallagher, of Omaha, was recently elected to the board of directors of the National Recreation Association.

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how outstanding in other endeavors, is not likely to do a good interpretation job.

A board would do well, I believe, to avoid those who are obvious leaders in the community. For one thing, they are entangled with so many projects that their enthusiasms get mixed and it could be your institution that has to suffer to build up the interests of some unrelated project. A concerted analysis by many minds is what most programs thrive on—and you get that better from a membership which lacks that prima donna attitude which eventually afflicts those known as "born leaders"! At a recreation conference this last spring, I noticed at a session concerned with board members, but attended mostly by professional workers, that the question of what to do about the domineering board member took up a great deal of time. The solution arrived at was to limit service to one term and not to have that term too long.

It must be admitted that there are times when the avowed leader has no substitute; that is, when the dramatic moment comes—the campaign, the drive. At that instant, to have someone who does not have to be explained to the community, whose introductions have been made years before, whose character and whose aims in the world are self-evident is better than having a large campaign fund.

Of course, as I said at the beginning, you cannot really guard against too many leaders on your board because they crop up where you do not expect them. Several of them at a time are hard on everybody; but you can always comfort yourselves with the thought that they do give vivacity to the meetings.

In the interest of putting some concrete help into this talk, I have been investigating what has always seemed to me the most popular board in town. Its members never want to leave it and they bring its work into conversations that start far afield from it. I have never been upon it and never shall be because its scope is welfare, where I fail. The members tell me that its meetings are lively and not long. The material it deals with is dramatic, and the professional workers never veil the drama. While the technical language of the profession appears in the written reports, at the meetings people are people and never case loads. It is nonsectarian, but it does keep God in the board meeting.

To go back to picking our subject to pieces—selecting community leaders on the basis of merit—what I am trying to convince you of is that:

a. Leaders are not selected; they happen to you.

b. It is not certain that you can guard against them because they do seep in.

c. You cannot be sure of merit in a board member until you have tried him, because merit does not operate uniformly in all fields.

d. You are *not at the mercy of fate* so long as your professional staff keeps its skill, or I should say skills—since they must be educators, mentors and inspirations.

In my personality of raw material, I do thank you who are professional and ask you not to grow discouraged.

CHALLENGING STATEMENTS

OVER THE YEARS, the annual reports of the president of the Minneapolis Board of Park Commissioners have contained thoughtful and challenging statements which have been read with profit by park and recreation leaders. President Paul C. Johnson's report for 1949 is no exception and it strikes an optimistic, forward-looking note. At the same time that he recognizes the serious difficulties faced by the board in financing the city's expanding park system, he adds: "But I wish to point out that the situation is not unprecedented, that it is not hopeless and that some progress is being made."

He continues: "I suppose that in the sixty-seven years' history of this board, its activities were inadequately financed for more than half of those years. Most of the time it has had serious financial problems; yet there has never been a year when the board's service to the public has not brought health and happiness to countless thousands. The sand on our beaches may need replenishing; acres of lawn may be worn out; walks, curbs, roadways and buildings may be the worse for years of use—but that which is gone has been used up in the building of a fine generation of people. We may deplore the fact that the neighborhood playfield which, only yesterday, was new and in perfect condition, is now the worse for wear, but we may also rejoice that it has arrived at that state through the constant day-to-day pounding of many feet in the pursuit of health and happiness. Our park and recreation system was built to be used and, since it is used so extensively, it has had, and still is having, a great influence upon the character of its people and upon the worth of this city. Thus the work of the board may be termed a successful accomplishment. It is small wonder that people should want more of so good a thing.

"Our inability to meet the demands for an increased recreation service is a little frustrating to us. Even before we have provided a uniform service to all parts of the city at a standard that is nationally accepted, we are confronted with requests for small playlots either to be established or equipped much closer to each other than we have considered feasible to finance. The theme seems to be 'If playfields a mile apart are good, why not have playlots closer to the small tots?' This is strong evidence that the present generation of parents is fully aware of the benefits of active recreation. The children of yesterday are the parents of today, and we are now face to face with the fruits of yesterday's experiences. If we believe in our public service, we should rejoice that its value is so generally recognized. And it is in the recognition of this fact that I see hope in ultimately raising the annual budget to meet reasonably these new demands."

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Valentine Ladies. Ask the pianist to play songs which have girls' names as titles. The first guest to know the name of the song is given a candy valentine novelty. Candy hearts, not too small, cleverly wrapped in red or gold foil, would be colorful. Display them in some attractive way.

SAMPLE TITLES

1. Sioux City Sue
2. Dinah
3. Katy (K-k-k-katy)
4. Louise
5. Rose Marie
6. Sweet Sue
7. Mary
8. Juanita
9. Annie Laurie
10. Ramona
11. Irene (Goodnight)
12. Mother

Refreshments. Complete your party program before refreshments are served. This is most important. Interest, formations, atmosphere, groupings—everything changes when refreshments are served. Conversation and sociability should have full sway during this time.

It is not necessary to have refreshments at every party. In some instances, they can become a problem that stands in the way of frequent get-togethers.

Suggested Menus for Varied Budgets

Assorted Cookies	Ice-cream Sandwiches
Heart Candies	Nuts — Candy
Punch	
Ice Cream	Jello Hearts with Whipped Cream
Valentine Cakes	Heart-shaped Cookies
Coffee	Tea or Coffee

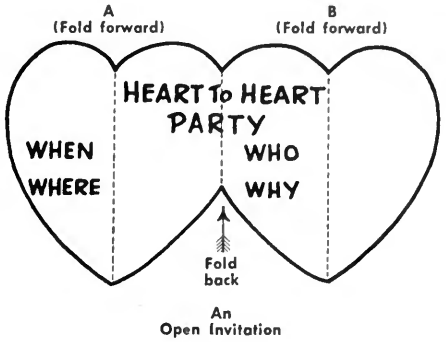
For Further Party Suggestions

Send to the National Recreation Association, 315 Fourth Avenue, New York 10, New York, for the following:

Party Booklets, The ..... each	$ .50
Parties—Plans and Programs Parties for Special Days of the Year Parties—Musical Mixers and Simple Square Dances	
Good Morning (Old-Time Dances with Music) by Mr. and Mrs. Henry Ford	.75
Parties—A to Z	.75
Party Book, The	3.00
Recreation and the Church	.50
Rural Recreation	.75
RECREATION magazine (monthly) per year	3.00
(program section)	
"Hearty" Valentine Party, A	.15
1999 Valentine Party, A (MP 145)	.10
St. Valentine's Day (MP 61)	.35
Valentine Party (MB 1603)	.10

Recipes for Fun

Valentine's Day — **Ruth Garber Ehlrse**



THIS PARTY can be adapted to entertain any size group, but here it is planned for groups of fifty adults or more.

Invitation. Cut double hearts out of bright red construction paper. Write the invitations with white ink if at all possible. Fold into the shape of "half a heart," as above. Edges can be fastened together with a small piece of tape, a paper seal, or the invitation can be put into an envelope.

Decorations. If the room is large, conserve materials by concentrating your efforts upon a limited area or focal point. This might be the stage or an end or corner of the room. A large, beautifully-decorated valentine box could be the main attraction, or a large valentine could form the background for some of the activity. (This is especially good if the "living valentine" contest is used, the valentines sitting within a large frame when presented by their teams.)

Streamers of red and white crepe paper and hearts suspended from the ceiling are effective. If the budget is small, spend less on decorations, more on fun. If there is no money at all for decorations, ask the girls to wear red dresses and the boys to wear red neckties. This will give color and dash to the party. Hearts cut from red construction paper and placed here and there upon the wall are inexpensive.

Mrs. Ruth Ehlers, social recreation specialist, is a member of the leadership training staff of the National Recreation Association.

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If the valentine box is used, and the group is well-acquainted, an old-fashioned valentine exchange is fun. Party guests might make these valentines within a set time limit. A large table could hold the "makings"—red and white crepe paper, paper doilies, old magazines, scissors, paste. Give a prize for the most original, most beautiful, funniest and so on.

General Mixers. Ask someone to come prepared to lead musical mixers or square dances—according to the custom of the group. (References for mixers may be found at the end of this article.)

Heart and Arrow Pass. Cut hearts out of red construction paper and arrows out of blue. Use as many hearts as there are guests and an equal number of arrows. Number the hearts and the arrows in pairs, using the same number for each. Put arrows into a box and pass the hearts, one to each guest.

Formation—Circle, facing the center of the room.

Action—When the music is played, the guests pass the numbered hearts to their right. When the music stops, each guest holds one heart. The leader draws several arrows from the box and calls their numbers. The players holding the hearts having corresponding numbers receive the arrows. Repeat the heart passing as many times as desired. The one possessing the most arrows at the close of the game wins.

Matching Hearts. Before the guests arrive, cut hearts in two; put one-half of the heart into one box and the other half into another. Number the halves of each heart with corresponding numbers or names—such as *Mutt* and *Jeff*—or with words—such as *black* and *white*, and so on. (Use a box shaped like a heart, with its top and bottom as the two boxes.) After the guests arrive, pass the half hearts in one box to the boys, the other box to the girls. They then match hearts for partners in the valentine mixers.

Where's My Heart? Music—*Margy*, *Susie*, and other popular songs.

Formation—Couples form circle, facing counter clockwise, girl on the boy's right.

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Recipes for Fun

Action—When the music plays, couples march forward. When the first whistle is blown, the girls continue to march forward but the boys about-face and march in the opposite direction. When the second whistle is blown, the boys and girls run across the circle to find their original partners and, when found, both stoop. The last couple to find each other pays a penalty by leading the group in some kind of action—such as an exercise, a jig, or in the performance of a stunt drawn from a hat. Do not repeat this activity more than four times.

Hearty Break-Up. Those who were born in certain months are asked to begin singing the following songs and to find their own groups. Each guest continues to sing his song until all groups are complete. Designate a place where each group may sit. (Audience formation.)

Month of Birth	*Song to Sing*
January, February, March	Let Me Call You Sweetheart
April, May, June	Four Leaf Clover
July, August, September	For Me and My Gal
October, November, December	Baby Face

Hearty Contests

1. *Living Valentine*—Give each group supplies with which to dress one member as a living valentine. Red and white crepe paper and white lace doilies can be used. (Judges may present the winning group with a prize or points.)

2. *Heart Quiz*—Representatives from each group can participate in the quiz or the entire group can compete against other groups. The leader reads the following definitions which pertain to hearty words:

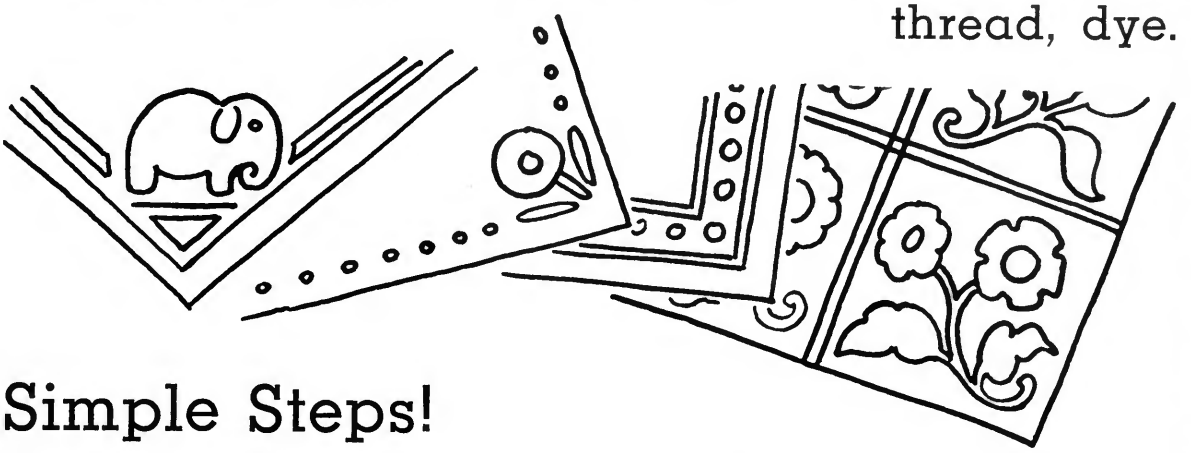
1. Sorrow; anguish of mind	Heartache
2. Spiritless; destitute of courage or zeal	Heartless
3. To give ear to; to encourage	Hearten
4. Overcome by sorrow	Heartbroken
5. Part nearest the center; most essential part of any body or system	Heart
6. Having a heart (a specific kind)	Hearted
7. Quality of being hearty	Heartiness
8. Sick at heart; despondent	Heartsick
9. Struck to the heart with grief	Heartstricken
10. Pertaining to or proceeding from the heart; warm; cordial	Hearty
11. Single-hearted; hence, sincere, earnest	Wholehearted
12. Wanting in heart or interest	Halfhearted
13. Any plant disease in which the central tissues blacken	Blackheart
14. Animating; merry, lively	Heartsome
15. Sincere; frank	Heart-to-heart

Give a reward to the group totaling the most points.

How To Do It! by Frank A. Staples

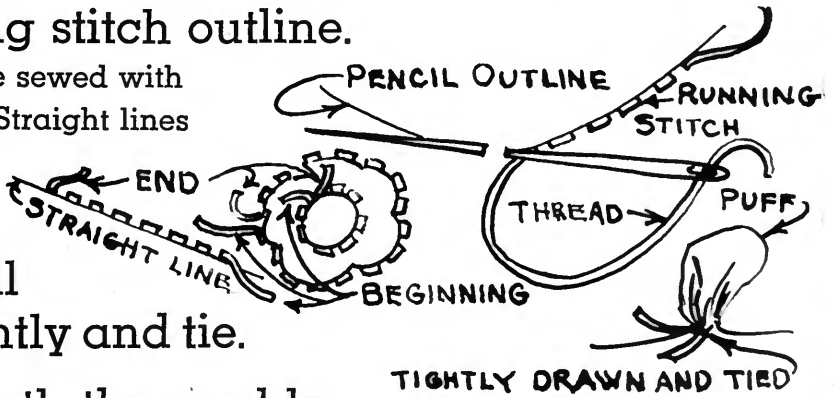
Make decorated scarf, handkerchief, bandanna.

Materials needed—white cloth, needle, No. 8 thread, dye.



Simple Steps!

1. Lightly draw design on cloth—use pencil.
2. Sew running stitch outline.
   Note: Each shape sewed with separate thread. Straight lines sewed from one end to the other.



3. Draw up all threads tightly and tie.
4. Dampen cloth thoroughly.
5. Put in simmering dye for thirty to sixty minutes.
6. Remove from dye. Rinse thoroughly in clean water. Then remove thread.

   If a two-color effect is desired, wind string around all puffs before removing thread and dye with second color. Be sure first dye color is lighter than second color.

7. Finish with rolled hem.

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Showing how old stand-bys in recreation materials may be altered to create something new.

Let's solve a Problem!

George Thompson

THE WORD "RAIN" has small connotation to most of us in our day-to-day lives. But to recreation leaders, the word packs dynamite. To those in organized camping, it carries notes of horror.

We had thirteen straight days of Blue Ridge wind, thunder and storm at camp last summer. We have experienced more and less—but as every person in camping knows, you never get through such a period without a new idea, a new program slant or twist. What war has been to American technology, so rain is to camping.

During rainy weather, our recreation hall is a busy place. Let's take a look. Our attention lights upon the many checker games in progress in the middle of the floor. Overlooking the fact that these, at the moment, are seriously affecting the success of a shuffleboard tourney, we wonder if one could invent a game played by four persons, using the equipment for checkers. If so, twice as many campers could be kept occupied with the same amount of materials.

What would be the characteristics of such a game? First, there would have to be some way of telling the four sides apart. Our campers' checker sets have discs of two colors, made by sawing up dowel rods and square stock. We do not wish to complicate this manufacture and, yet, prefer that our campers play our game with their own sets. An idea! Two sides can use single checkers; the other two, double ones—one checker on top of another, similar to "kings."

Author is counselor in charge of dramatics, journalism, entertainment at Camp Carlyle, in Hendersonville, N. C.

Quick mental manipulation of the pieces shows that there will be four "men" to a side. These are placed so that the four squares which are the corner squares of the board are each occupied by a piece from a different side. We place the three remaining pieces of each side upon the three squares surrounding the corner square occupied by that side.

Checkers move forward only. Our men must be more mobile to attack an enemy on three sides. A three-way movement would probably lead to complexities beyond our invention skill; therefore, we decide upon a chess-like four-way, or symmetrical, movement. Concluding that one thing is about as good as another here, each piece can move one square diagonally in either direction or two squares in rows or columns—that is, up, down or across. We arbitrarily rule a chess-like capture, not a jump, on the two-square move only and let the piece jump over an occupied square only on a capture. The jumped piece is not captured. The captured piece is the one occupying the square into which the capturing piece moves. The winner of the game is the person with the last piece upon the board.

Now we proceed to play, thinking that we have hit upon a rather simple game which should, nevertheless, be entertaining. We are startled to find that no one makes a capture after many moves. Soon it is obvious that in order to get within capturing distance, we must put ourselves within the capturing distance of the enemy. The best we can do is to force a trade of pieces which gets us nowhere. We have naively failed to recognize a characteristic essential to chess and checkers as games: there exist pieces of different power and capturing range or ability. The lower try to worry the higher, while the latter are essential to the capture of the lower.

We try to give our pieces a hierarchy and are immediately stumped—there's no way of telling one piece from another. Our pieces have very neatly been distributed from the checker set into four to a side and we do not wish to make markings on the equipment.

Then, a happy thought! In the early part of checkers, all "men" are equal, yet there is violence and death. The double jump is responsible. Here is the chance for real tactics. So we play our game allowing a double jump and making the capture imperative. Things go fairly well.

We've managed to invent a pleasant game for our younger campers, but feel that our seniors will rightly prefer the two-sided traditional duels.

However, we continue experimenting, solving each problem as it arises, until we find that we at last have provided real conflict. A few rules, routine matters to any game, are added and the project is completed.

Now what have we learned? Several observations can be brought to light.

First, conflict is the keynote of a game. We have conflict only when one side has an advantage; equal powers meet in stalemates. However, to be fair, each side must be of equal power at the start of the game. This power is distributed in units. If the units within a side are unequal, combinations of units by opposing sides may meet and their combined powers be unequal in the immediate situation. The result is conflict. Or, if all units are equal, there must be

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other conditions which give one side an advantage in one situation, the other side an advantage in another.

Second, old stand-bys in recreation materials may be varied and altered to create something new. Principles of traditional time-tried games should not be overlooked in searching for new methods.

Third, though a problem may seem trivial, and its solution more involved than the need warrants, the experience of uncovering principles disclosed by the thought process may be many times the value of the immediate solution.

Fourth, and most important in problem solving, we need a system and patience. We should (1) analyze the problem, define the needs and note necessary requirements of the solution; (2) proceed toward a solution by attacking the needs step by step; (3) experiment with the solution; (4) note inadequacies; (5) attack these inadequacies with the previous steps, drawing from other similar problems and solutions.

Here is a summary of the rules of our game. We hope that the following game will prove helpful to some, but that the problem-solving experience will be more helpful to all, since recreation itself is fundamentally a problem-solving activity.

Rules for "Croats"

1. *Equipment*: A set of twenty-four checkers, twelve of each color. A checkerboard of sixty-four squares.

2. *The Croats*: Each side has four pieces or Croats. There are four sides. The checkers are distributed among the sides as follows: (1) four red checkers, (2) four black checkers, (3) eight red checkers stacked in pairs; each pair is one Croat, (4) eight black checkers, also stacked one upon the other in pairs. Each pair is one Croat. Notice that two sides are each made up of Croats which look like kings in checkers. However, these double pieces are equal in every respect to the single pieces. Their purpose as double pieces is identification alone.

3. *Placement*: Each player takes a corner of the board. He places his Croats in the four squares in his corner. His extreme corner square is known as his "home square." Thus, his pieces at the beginning of the game occupy his home square and the three squares adjacent to it.

4. *The moves*: All Croats are equal. Each may take any one of the following moves:

a. From its own square to any one of the four adjacent squares of the same color. (Diagonally one square in any direction.)

b. From the square it is in horizontally or vertically two squares. (Two squares up, down or across.)

c. *Only* when the row or column is *not* occupied by another Croat, may a piece occupying the row or column move to a square at the edge of the board in that row or column.

5. *The capture*: Captures are made by moving *onto* a square occupied by the opponent piece, not by jumping over. These rules govern the capture:

a. Captures are made *only* by move "b" above.

b. When capturing, and only when capturing, a Croat may jump over another Croat of the same or opposing side. The jumped piece is *not* captured.

c. The captured piece is placed upon the home square of the side to which it belongs, except when the home square is occupied.

d. When the home square is occupied, captured pieces are removed from the board.

e. When a player's home square is occupied by an enemy Croat, all of that player's Croats are removed from the board, and his side is eliminated from the game.

f. When a capture is available to a player, he must make the capture or lose the piece. When there is a choice of capture, he must make the capture that was first available.

6. *The play*: Players take turns, clockwise around the board. At each turn, a player moves *one* Croat, using *any one* of the three moves or the capture. He may move a different Croat and/or use a different move at his next turn. Should all his pieces be blocked so that he can make no move when his turn comes up, he loses his turn but is not out of the game. He makes a move at his next opportunity. A player must make a move if it is possible for him to do so; he cannot "pass."

7. *The winner*: The person whose Croats, or Croat, remain on the board after all the other three sides have been eliminated is the winner.

8. *The draw*: At such a time when players cannot make a move or capture in their regular turn, the game is declared a draw among those players still in the game.

9. *Partners*: Players may agree at the start of the game to have partners who defend opposite corners of the board and use the same color Croats. All rules apply except that a player cannot capture his partner's Croat. The winning partnership is the one in which the winner, as described in rule number seven, has participated. When two players have eliminated both players of the opposition, but are themselves both in the game, they may continue to play against one another, according to an agreement which must have been reached before the start of the game.

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Recommendations from the White House Conference

AMONG RECOMMENDATIONS which were passed unanimously at the Midcentury White House Conference on Children and Youth, in Washington, on December 18, were the following:

• That the citizens of every community accept responsibility for providing and sustaining adequate programs and facilities with professional personnel for education, health, recreation and social services. In the development of such programs, full and appropriate use should be made of all voluntary and public resources.

• That development of new housing facilities give special attention to health, recreational and social needs; to the extent that private industry does not provide suitable housing for low-income families, that such housing continue to be developed by governmental agencies.

• That more emphasis be placed upon the effects of recreational activities on the personality of the individual and, that in all neighborhoods where children and youth reside, there should be provided recreation centers under professional and voluntary supervision.

• That youth have an equal chance with adults to participate in the planning, and carrying out, of recreational activities, and that, as a practical aid for such planning, states be encouraged to study and establish official state boards of recreation to provide counsel and information assistance in recreation matters to communities, particularly small towns and rural areas.

• That all professions dealing with children have, as an integral part of the preparation, a core of common experiences on fundamental concepts of human behavior—including the need to consider the total person as well as any specific disorder; the interrelationship or physical, mental, social, religious and cultural forces; the importance of interpersonal relationships; the role of self-understanding; and emphasis upon the positive recognition and production of health personalities and the treatment of variations; and that lay people be oriented through formal or informal education to an understanding of the importance of the foregoing concepts.

• That an inquiring attitude be maintained toward all services, with appropriate provision, at all levels, for continuous scientific study of needs, objectives, alternative methods and effectiveness of programs.

• That community groups and community leaders re-examine their attitudes and procedures in the light of the findings of this conference, and make appropriate adaptations and changes.

• That there should be broad-based participation of all groups without discrimination as to age, sex, race, creed, national origin or economic levels.

• That greater emphasis be placed, by the various professions, upon utilizing methods and seeking new means of bringing the parents into participation in thinking and planning with, and for, their children.

• That professional workers should be trained in such a way that they will have an understanding of, and respect for, other professional skills in order that they may work together to further community growth. Some of the ways in which this might be achieved include:

A. In all levels of undergraduate education, that students receive broad preparation in the knowledge of human growth behavior and motivation, which ought to be common knowledge for them. This would also serve as a background for professional education.

B. In schools preparing for professional work, that there be included in the curriculum—both through the classroom and field experiences—opportunities for cooperative work as problems common to all professional interests.

C. That the practicing professional worker further his training by seeking, utilizing and promoting opportunities to relate to, and participate with, other professional and citizens groups in resolving problems of the individual and the community.

D. That orientation programs be planned for all professional persons and interprofessional groups in the community.

• That all interested groups should work in partnership to recruit, train and use volunteer leaders for community programs, with special attention given to the utilization of young people in appropriate ways.

• That since citizen participation is essential for effective community services for children and youth, when not already provided, citizen advisory boards and similar groups representative of the community should be established for public services, as well as for private, and that every effort should be made to enable and secure participation by a cross section of the citizenry. That educational institutions and other groups emphasize the importance of participation by volunteers as a basic factor in citizen responsibility.

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Father Ramacher

The Building of a Recreation Center

by Peggy Witherell

THE FIVE HUNDRED citizens of the small town of Sartell, Minnesota, swelled with pride because they knew that they had helped to give their community something worthwhile. The newspaper of a nearby town estimated that fifteen thousand persons jammed into town on Sunday, February 19, 1950, to participate in the dedication of an $18,000 recreation center. Celebrities, including Governor Luther Youngdahl and Cedric Adams, columnist of the *Minneapolis Star*, were there to make speeches and lend a special atmosphere to the occasion.

It was a big day for the community. Every inhabitant had something to do with the dedication—helping at the dinner, participating in the sports, attending the programs. There was a general feeling of satisfaction and accomplishment in the air. They now had a recreation center—with skiing, skating, tobogganing, roller skating—that every adult and child could use; something that Sartell had needed for years but just had never developed.

Behind this project, this dream come true, there were the ideals, inspirations and hard work of a young priest, a newcomer to the town. Father Ramacher, aged thirty-two, had only been there a few months when he started working towards what he hoped would be one of the biggest and best recreation centers known to a small town. He organized committees, pushed money-raising measures and helped arouse interest. It looked easy, but required much planning. He knew what he was doing when he undertook this project; four years ago, he had recognized a similar recreation need in Little Falls, Minnesota, a community of about seven thousand citizens, and with only ideas and ambitions he had started, as a small parish project, what is now well-known as Winter Wonderland.

With this project, which has since become incorporated by the community, Father Ramacher had set up an example of what could be done by a community; and he wanted it to be the beginning of many such recreation centers.

When he arrived in Sartell, however, he looked at the idea of establishing a winter program with a different perspective. There was, of course, the same need for recreation for the young people. Sartell is built along both sides of the Mississippi River, with the main industry a large paper mill. There is one other industry—a mill equipment manufacturing company. The usual stores—grocery, post office, filling stations, taverns and a night club—left much to be desired for youthful entertainment.

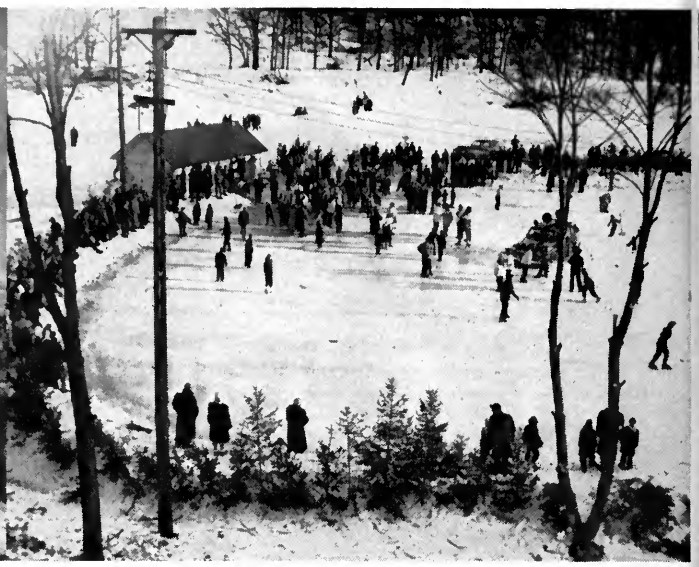
But Father Ramacher saw beyond these places and looked instead to the land. There was plenty of it. He thought that the creek which flowed through a large, unoccupied space of land on its way to the river might be good for skating and swimming; the hills to the side of the creek would be excellent for skiing and tobogganing.

He took direct action to interest the people of this small community in a recreation center, more vast and exciting than the one in Little Falls. A meeting was called to organize a plan under a board of directors. Open to everyone, it could be considered a success—about fifty people attended.

Such an initial meeting, Father Ramacher has said, is often the most disappointing part of a new project, because when people are approached with a request for several thousand dollars, or are even asked to consider such a plan, it usually is quite a shock. That

Peggy Witherell is a continuity writer, radio station KWNO, Winona, Minn.

Main lodge, once quonset hut, is scene of shows, skating.



First project completed by volunteer workers was skating rink.

kind of money—well, from where is it going to come? The people certainly don't have it. But he showed them what it could mean to their town, to their children and to themselves. And he almost made it seem easy!

Everyone at that first meeting was made a member of the board of directors. They were the ones, after all, who had shown enough interest to start the plan under way. They had shown some faith in it; and they had undertaken a mighty big job. On September 28, 1949, the work began.

Winter was approaching, so the obvious place to start was with a skating rink. The creek in its natural run did not seem to provide the right place for a rink—it was too narrow. Therefore, a special rink was built to one side of the creek, right at the foot of one of the hills. This required a great deal of manpower, but it was up to the people to do the work if they wanted a recreation center. At times they responded well to calls for help; at other times they had to be asked or coaxed; but the work progressed. Snow was piled around the rink's edge, packed down, and the rink was flooded many times to make it right for even the finest skaters.

A big quonset hut, one hundred twenty feet by forty feet, was put up on top of the hill overlooking the skating rink. Big plans were scheduled for that building. Sartell has a village hall, but here was to be a more compact, more inviting place for shows, local productions, other entertainment and, really important to the children and young people, for roller skating.

Plans were taking shape; interest had grown remarkably. In raising the money for what had been done and was to be done, the people were called upon again. To date all funds had been raised by small donations. Letters were sent out asking for contributions and the results were encouraging. People seemed eager to help with this recreation program which was developing into something far beyond their expectations. Activities were put on by various groups throughout this period—all proving to be successful.

A fine toboggan slide was constructed and ski trails were set up. Winter Haven had been selected as an appropriate name and, ultimately, came that great day of the dedication ceremony. It meant much more than just crowds of people, dinners, parades, queens and shows; it meant the culmination of five months of excellent cooperation of the people of Sartell plus dynamic leadership. The town had awakened to a new and exciting venture.

All the work of the project was volunteer—with no hired help whatsoever; and it has not gone unrewarded. In his speech at the dedication ceremony, Governor Youngdahl pointed out that never before had he seen "such wonderful spirit of teamwork and community cooperation as went into the construction of this beautiful playground." He considered it a splendid example of the cooperation we should have throughout the state.

Father Ramacher also believes that every community should have organized recreation of some sort. He recognizes how boring, how uninteresting a small town can be at times to young people if no attempt is made to provide adequate entertainment for them. And not only youth but also adults should be able to enjoy the facilities. Winter Haven is becoming a center for everyone, and present plans to include swimming, horseback riding and tennis will bring more and more people together to take advantage of all-season opportunities.

Father Ramacher is emphatic regarding another aspect of Winter Haven. He believes that it "has solved the problem of religious differences because people of all religions work side by side on these projects for the common good of their community."

He has traveled between six and eight thousand miles throughout Minnesota and the region, trying to create an active interest in similar projects in other small towns; some day his dreams may become reality.

Boston Gets a Rubber Playground Surface

John R. Moore

A NEW RUBBER PLAYGROUND surface was installed in Boston last fall on a totlot located opposite the Cathedral Housing Project on Harrison Avenue. The sixty-by-eighty-foot playground, equipped with swings, teeters and junglegym, was coated with asphalt, then covered with a rubber powder.

The installation in Boston, part of a progressive program instituted by Park Commissioner Frank R. Kelley and Director of Community Recreation Service Alvin G. Kenney, shows their keen interest in solving a serious playground problem. The material was furnished by the Firestone Tire and Rubber Company of Akron, Ohio, and installed under the supervision of their technicians.

This Boston project is being watched with considerable interest. In commenting upon the rubber surface, the *Christian Science Monitor* stated that it would "replace the cork asphalt surface that hitherto was the best that could be found for the purpose." The rubber is more resilient than the cork and costs appreciably less.

The construction of the rubber surface is simple and it can be installed upon any water-sealed surface—such as concrete, asphalt or bound macadam. The only materials required are asphalt emulsion and rubber playground aggregate. The only tools necessary, other than brooms and shovels, are emulsion spray equipment and a roller. The emulsion sprayer can be anything from a small portable pump attached to a drum to a large road distributor, depending upon the size of the job or the equipment on hand.

After the area to be covered is swept clean, it is sprayed with a thin coat of emulsion. Following this, rubber aggregate is spread evenly over the surface at the rate of five pounds per square yard. It is then sprayed with emulsion and, again, rubber aggregate is spread over the surface. After the emulsion has had time to break, it is ready to be rolled. If a power roller is not available, a heavily-loaded, two-man hand roller can be used satisfactorily.

Since the cementing material is an emulsion, the speed at which the work can progress depends largely upon the weather. For example, this surface cannot be constructed during cold weather as the asphalt hardens too quickly to disperse properly throughout the rubber.

A small amount of loose material over the surface is desirable since it makes a more uniform and cleaner-appearing playground. However, if desired, the excess material can be swept off after a couple of weeks, when the asphalt has cured.

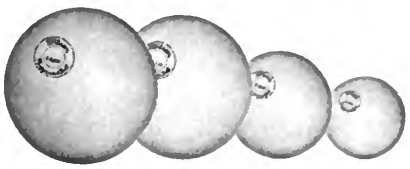
The two five-pound applications of rubber aggregate give a mat thickness of approximately three-eighths of an inch. If additional thickness is desired, the surface can again be sprayed with emulsion and an additional five pounds of rubber applied. This process can be repeated until the desired thickness is obtained, but time should be allowed between each application for the asphalt to cure.

Areas that become scuffed or worn—such as sections under swings—can be patched by simply spraying with emulsion, applying rubber aggregate and tamping.

The Firestone Tire and Rubber Company has been developing and testing this material for the past three years and is currently trying to develop improved methods of application and asphaltic cements.

Author is with the engineering department of Firestone Tire and Rubber Co.

LOOK TO WILSON



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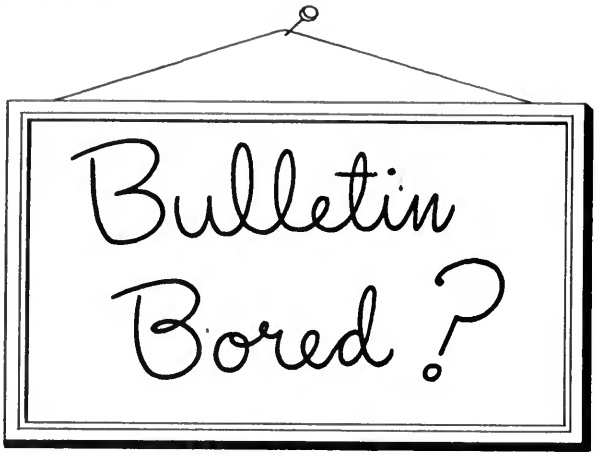


Mildred Scanlon

HAVE YOU RUN OUT of ideas for new and interest-compelling bulletin boards? Does each individual poster—to say nothing of a change of the entire board—seem to take so much time and effort that you sometimes neglect the project completely? Has the board become so dull and uninteresting that no one, including yourself, pays much attention to it?

Perhaps you could use easier ways of making posters or types of bulletin boards which don't need to be changed so often.

Have you tried mounting magazine pictures instead of attempting to draw all of your own? To publicize pet shows, for instance, there always are colorful pictures of puppies which would be more appealing than any you might draw.

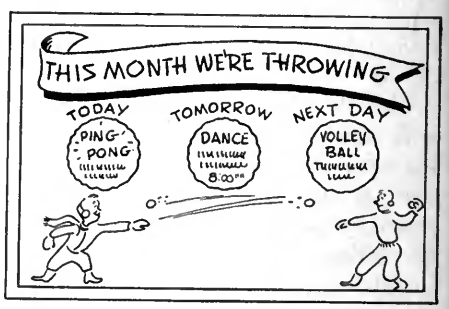
Illustrations of thickly-frosted cakes might advertise cake sales. Occasionally you come across large, attractive pictures of children engaged in the various activities which you might be sponsoring. Build up a file of such illustrations and, when it comes time for dances, formals, pool tournaments and the like, you may have on hand just the ones you need. The best thing to do is to cut out the pictures when you see them, for it never seems to fail that when you want a particular picture at a certain time, you can never find it in any of the current magazines!

In addition, there remains a certain amount of printing to be done. Perhaps you might find stencils useful. You can cut out two or three alphabets, both capitals and small letters, in different sizes. Of course, this means some work in the beginning; but it also means that you won't always have to do it yourself. There usually are young folks around who are eager to help. (In fact, the only reason you can't use more of their free-hand contributions is because they violate so many of the rules of good lettering or poster making.) With the aid of stencils and magazine pictures, however, your young volunteers can turn out pieces which are quite acceptable. They won't have to lean upon these aids too long, either.

Actually, your crafts or art groups should be able to help tremendously, too. Perhaps your art leader will be glad to conduct a few sessions on poster making, or his group might want to take over the poster project on a regular basis.

Spatter printing and silk screen painting also will save you much time if you plan to turn out many posters of the same type.

For your entire board you might try using a monthly theme. The month of January, for instance, which everyone welcomes so gaily and noisily, calls for pictures of streamers, confetti, balloons and noisemakers which might decorate a narrow strip on each side. Across the bottom, several pictures of people in typical holiday hats could be used. From these people's hands, a string might rise up to a big, gaily-colored circle of construction paper that immediately suggests a balloon. Across the top of the board you might announce: THIS MONTH WE'RE HOLDING—.



February lends itself to a snowball-throwing theme. Other months suggest: THIS MONTH WE'RE HOLDING—umbrellas—*April;* PRESENTING—flowers—*May;* ANNOUNCING—someone before a microphone—*June;* GIVING—presents—*December.*

And don't limit your posters to your bulletin boards. Spread them around! Talk to the banks and department stores about a window-spread. What about buses and trolley cars? School bulletin boards? Grocery stores? The public library? Be *proud* of your program! Promote it!

If you have other novel bulletin board ideas or suggestions for simple posters, why not send them in?

Miss Scanlon is one of the leadership training specialists upon the staff of the National Recreation Association.

A SURVEY of Municipal Golf Courses in California

Harry L. Morrison

A CITIZENS' advisory committee in Alameda, California, recently conducted a survey of municipal golf courses in the state in order to obtain information which would enable the committee to make recommendations for the improvement of the city's municipal courses. The survey contained questions concerning the size of the golf course, original and improvements costs, type of course administration, number of personnel and their costs, whether the personnel were on a full-time or part-time basis, the amount of revenue obtained and whether the golf course concessions were audited. The twenty-three cities replying varied in population from Mill Valley (6,119) to Los Angeles (2,008,500).

The amount of land used for golf courses was reported as varying from thirty-five acres in Pacific Grove to Pasadena's 380 acres, with an average land area of about 150 acres. Original costs varied greatly from city to city, but the cost of improvements averaged between $50,000 and $100,000. Fifteen was the usual number of men employed upon the city golf courses, which were generally under the supervision of the park or recreation department. These employees were, for the most part, on a full-time basis, and their combined salaries were about $3,800 a month or $36,000 a year. Many of the courses are managed by a professional golfer, who is allowed to give lessons and even operate concessions in addition to his managerial duties.

It was not possible to obtain the annual running cost in most cities because of the great differences in accounting for the expenditures of the courses.

The revenues received from them ranged from $171,000 in Pasadena to $11,000 in Antioch. However, the revenue information obtained was not too useful as some cities gave a net revenue statement while others used only their gross revenue figures. A majority of the selected cities audited the financial transactions of the golf course concessions, but the rest had no audit in effect at the time of the survey.

From the information received, it was felt that general improvements could be made in the cost and administration of most courses if the manager of the golf course could be made directly responsible to the park or recreation department, with an advisory board for golf course affairs if required and feasible. The combination of golf professional and manager was questioned as an administrative agreement and it was thought that, where possible, there should be a separate manager.

The data surveyed revealed the definite need for separate accounting for this proprietary function. Even if the course is operating as a service and not as a source of revenue, there is still a need for distinct accounts in order to analyze and control the costs of the municipal course. This need was particularly emphasized by the difficulty which some cities had in stating their operating costs and their net revenue.

Lastly, it could be concluded from the survey that there is a need in a great many cities for increased auditing of concessions. The lack of such an audit breaks down administrative controls and creates confusion in the minds of all concerned as to the total financial status of the municipal golf course.

The municipal golf course has become another business which the civic governments have acquired for the service of citizens and as a source of revenue. A business, whether public or private, should be administered in such a way that the greatest service is given and the most revenue is obtained.

It is hoped that this article will bring closer to those concerned with the municipal golf courses the need for a sharp scrutiny of their present operations in order that this facet of city service and finance can be of more service with improved recreation and greater municipal revenues.

Author is executive secretary, Citizens Advisory Committee, Alameda, Calif.

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George Washington and the Theatre

THE FIRST PRESIDENT of the United States was an ardent theatre-goer. So much did he believe in the beneficial influence of the theatre, in fact, that during the bitter winter at Valley Forge he permitted performances of plays, which he also attended—and this, despite a Congressional ban, enacted in 1774, on plays and other amusements.

As a young militia colonel during the French and Indian War, George Washington harbored ambitions to be an actor himself. From Fort Cumberland, in 1759, he wrote to Mrs. George William Fairfax, after alluding to the probable failure of the campaign, "I should think our time more agreeably spent, believe me, in playing a part in *Cato* with the company you mention and myself doubly happy in being the Juba to such a Marcia as you must make."

Addison's *Cato* was the most popular play in America during a large part of Washington's life, and his diaries record that he saw it many times. Twice in his life, in times of crises, he quoted from the play in letters to friends. First, during the dark hours of the revolution, to express his mistrust of his own ability, he repeated " 'Tis not in mortals to command success." Later, as first president of the infant republic, faced with political perplexities and longing to return to his beloved and familiar Mount Vernon, he quoted, "The post of honor is a private station."

Washington's diaries noted that he attended theatre as often as three times a week and invited friends, visiting dignitaries and ambassadors to join him.

In 1790, while occupying the presidential mansion in New York, he invited a troupe called the American Company to perform *Julius Caesar* in the executive mansion. His nephew, George Washington Curtis, a professional actor, played the part of Cassius. Those present, according to the diary of William A. Duer, who took the part of Brutus, included 'the magnates of the land and the elite of the city."

During and after the revolution, three playwrights used George Washington as protagonist of their plays and he is known to have witnessed them. Thomas Laycock's *The Fall of British Tyranny* presented him as the hero. *The Battle of Brooklyn*, an anonymous farce written by a Tory and unsympathetic to the cause of freedom, drew the general as the one honest and high-principled man of a band of rogues. *The Patriot Chief*, written in 1784 by Peter Markoe, was a tragedy based upon his revolutionary services. Another play that he saw, in which many passages make direct reference to him, was Dunlap's *Darby's Return*.

Here is an eyewitness account of Washington's reaction to the last: "The eyes of the audience were frequently bent on his countenance and to watch the emotions produced by any particular passage upon him was the simultaneous employment of all. When Wignell, as Darby, recounted what had befallen him in New York, at the adoption of the Federal Constitution and the inauguration of the President . . ., Washington smiled at these lines alluding to the change in the government —

'There too I saw some mighty pretty shows;

A revolution, without blood or blows,

For, as I understood, the cunning elves,

The people, all revolted from themselves.'

"And when Kathleen asked: 'How looked he Darby? Was he short or tall?', his countenance showed embarrassment, from the expectation of one of those eulogisms which he had been obliged to hear on many public occasions, and which must doubtless have been a severe trial to his feelings; but Darby's answer that he had not seen him, because he had mistaken a man 'all lace and glitter, botherum and shine' for him until the show had passed, relieved the hero from apprehension of further personality, and so he indulged in that which was with him extremely rare, a hearty laugh."

George Washington Parke Curtis, grandson of Mrs. Washington, in his *Recollections*, writes of this period: "In New York, the playbill was headed, 'By particular desire,' when it was announced that the president would attend."

The final visit of Washington to the theatre occurred on February 27, 1797. Claypole's *American Daily Advertiser* of that date announced: "We are informed that the President of the United States will be at the representation of the new comedy, *The Way to Get Married*, this evening, at the New Theatre." The advertisement of the play in the same paper read:

NEW THEATRE

This Evening, February 27

By particular desire

will be presented, the last new Comedy.

THE WAY TO GET MARRIED

after the comedy the comic ballet

DERMOT & KATHLEEN, or ANIMAL MAGNETISM

Five days after attending this opening night performance, George Washington retired from office and spent the remainder of his life, until his death on December 14, 1799, at Mount Vernon, out of reach of the theatre which had given him such enjoyment in the past.

Prepared by the Council of the Living Theatre, New York.

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Recreation News

California's Recreation Boom

California is reported to be in the middle of its biggest boom in the development of recreation facilities.

The state has adopted a seventy-eight million dollar highway, construction and improvement program for 1951, making many new facilities available for the first time.

In Los Angeles, for example, beach facilities have been doubled since the opening, last summer, of the new Venice Beach development. This lengthens the beach from three miles to six and widens it from seventy-five to six hundred fifty feet. Its capacity is increased eight times so that it will now accommodate five hundred thousand people.

A tract of virgin forest at Idyllwild, to be left as a primitive area, was recently dedicated by the Girl Scouts of America as the Lou Henry Hoover Memorial Forest, after the late wife of former President Herbert Hoover. This tract will be used by the Scouts for nature study and will be open to the public.

In Los Padre National Forest at Santa Barbara, a new three hundred thousand-acre tract has been thrown open to fishermen, deer hunters and to the general public.

In addition, many other California communities are contributing to the widespread recreation expansion program.

Center for GI Joes

The Chicago Servicemen's Center, on the third floor of 308 N. Michigan Avenue, is the city's first club to be opened for members of the armed forces since World War II.

Members of Chicago labor unions, building companies, furniture stores and civic groups donated their services to remodel and decorate the center—equipping it with a dance floor, snack bar, checkroom, information booth and ten thousand dollars worth of comfortable furniture.

The Community Fund has earmarked fifty thousand dollars to be used for operation of the Servicemen's Center and a staff of volunteers and three paid workers have been assigned to assist Director of Recreation, Stuart McCutcheon, with the program.

Massachusetts Conference

March 15, 16 and 17 have been the dates set aside for the Fifteenth Annual Recreation Conference at the University of Massachusetts in Amherst. Volunteer and professional leaders of public and private recreational agencies, clubs and groups will participate.

The conference this year will be conducted on a workshop basis. Fields to be covered will include archery, arts and crafts, community recreation, folk songs and dances, festivals, mountaineering, nature recreation, tennis and winter sports.

Lebert Weir Memorial Library

The School of Health, Physical Education and Recreation of Indiana University will house the library of Lebert H. Weir, a former alumnus, class of 1903, who, for nearly forty years, was district field representative for the National Recreation Association in the midwest states. Books which he wrote, copies of his recreation surveys and manuscripts and publications by other leaders in the field will be part of the collection. The memorial library was donated to the department of recreation by Mrs. Weir.

The department also has created a Lebert H. Weir Memorial Student Loan and Scholarship Fund to which its former graduate students are each donating ten thousand dollars.

Swan Song

On December 31, 1950, Cecil Mills of Wabash, Indiana, retired from his position as director of activities of the Wabash Community Service, Incorporated, after thirty years of service.

In a letter of appreciation to the National Recreation Association "for the fine help and cooperation which I have received . . . during all the years of my work in Wabash," Mr. Mills also included a poem dedicated to the NRA "since this is in a way my swan song." The first of the ten stanzas reads:

"A great heart's beating in New York,
Its pulse runs through the nation,
And every beat sends loads and loads
Of joy through recreation."

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PERSONNEL

Job Situation

IN GENERAL, the demand for professional workers was stronger in 1950 than for the preceding year. There was continued difficulty in finding recreation superintendents for the smaller communities. These positions require a variety of talents characterizing the administrator, community organizer, program supervisor and leader. Frequently, the salaries in the small communities are not particularly attractive and the general working conditions are not always satisfactory. During the year, seventy-three per cent of the executive positions filled were in communities of twenty-five thousand population and under. Fifty-seven per cent of these positions were in communities of fifteen thousand and under. The shortage of personnel is increasing as a result, in part, of the war situation. A few local workers have been called for military duty, necessitating replacements. Also, the increased demand for workers in such fields as hospital recreation has drawn off what otherwise might be a part of the personnel surplus. There is increasing evidence that more of our professional workers will be called upon soon for military service, which will complicate the situations in many local communities.

In fact, the armed forces' need for women recreation workers continues to be urgent, and additional recruiting specialists will be at work soon. Please see past issues of RECREATION and the *Playground and Recreation Bulletin Service* or write directly to the National Recreation Association for details. In addition to overseas positions, of which there are many, vacancies exist in most of the army areas in the continental United States.

The American Red Cross still has vacancies in accordance with earlier communications. For further information, write directly to the national headquarters in Washington, D. C.

Training

Training programs, in general, have been increased and intensified. More attention has been given to local in-service training programs, and several cities have provided special projects for apprentices. The number of colleges and universities offering recreation courses also has increased. The training sessions held at the National Recreation Congress in Cleveland showed increased attendance over preceding years.

The National Conference on Graduate Training, held at Pere Marquette State Park in Illinois, has supplemented the National Conference on Undergraduate Training, held in 1948. The special committees for these two national conferences have been consolidated into a Continuing Committee which has, as one of its major objectives, the promotion of more local, state and regional training conferences. The overall purpose of these activities is the improvement of professional education and preparation for recreation leadership.

Recreation training courses in colleges, leading to bachelor's and graduate degrees, have increased considerably in recent years. It would be helpful to the recreation movement as a whole to have a record of the extent of these offerings.

A number of colleges have submitted information which has been kept up-to-date in the association's library. We hope that others will feel free to report new courses when they are introduced or advise when adjustments are made in existing curriculums.

The NRA would be very pleased to receive not only the curriculum as it is printed in the school catalog, but also copies of individual course outlines when they are available. It is increasingly important to know more about the content of individual courses.

The colleges also could help in another way by keeping the association informed of the number of students graduating each year with undergraduate and graduate degrees in recreation. Our recruiting plans could be worked out more effectively with this advance information. New prospects should be registered two to three months prior to their availability.

Fontbonne College of St. Louis University has established a new course in music therapy leading to the Bachelor

W. C. Sutherland is the director of the NRA Recreation Personnel Service.

of Arts degree. During the senior year, part of each week is spent in internship at St. Vincent's Sanitarium in St. Louis. The psychiatrists at this institution are members of the faculty of the St. Louis University Medical School, with which the music therapy course is affiliated.

Most of the work is in music—forty-three semester hours devoted to it—with three courses in sociology, five in psychology and others in the regular basic subjects required of all candidates for the Bachelor of Arts degree. This last group includes English, speech, philosophy, science, general humanities and physical education.

As early as possible, the student is given the opportunity of observing and participating in programs arranged for the patients at the various hospitals in the vicinity so that she may become familiar with the work and adjust to the new environment of her contemplated field.

The announcement indicates that a number of institutions employ music therapists and that the demand will probably grow even more when the field becomes better known and there are more therapists prepared to do the work from a professional viewpoint.

Salaries

Salaries continued to increase in 1950. There is still room for improvement, particularly with reference to staff workers. Of the executive positions known to have been filled during the year, the median salary was $4,000; the range, from $3,000 to $7,200. One of the urgent needs for the future is the improvement of working conditions in general, including more acceptable salary standards.

Recruiting

With the decrease in the number of workers available, recruiting programs have been increased. Local departments will need to conduct more vigorous recruiting programs, and their positions will need to be made more attractive in order to secure qualified and capable workers. There is increasing evidence that a definite relationship exists between the availability of workers with professional qualifications and the rate of pay in the field.

Recreation executives, other professional workers and friends of the recreation movement should continue to encourage qualified candidates to register with the association's Recreation Personnel Service.

News About People

Margaret Armstrong has been employed by the Gonzales Warm Springs Foundation Hospital, Gonzales, Texas, as a recreation therapist.

James Dittmar, a recent graduate of Pennsylvania State College, has been appointed superintendent of recreation in Kennett Square, Pennsylvania.

David J. DuBois, Superintendent of Parks and Recreation of the King County Parks and Playgrounds Department, Seattle, Washington, is joining the staff of the National Recreation Association this month. Mr. DuBois will be assigned to the research department and will give special attention, for the present, to defense related matters.

A graduate of the Colorado State College of Education and Columbia University, he was a National Recreation Association apprentice fellow, trained in Tacoma, Washington, under Thomas Lantz.

Garrett G. Eppley of Indiana University has been elected to the Board of Directors of the American Institute of Park Executives for a three-year term.

Jerome Femal, director of recreation of Bloomington, Indiana, has been elected president of the Indiana Park and Recreation Association.

Gerald B. Fitzgerald of Minnesota University succeeds Garrett Eppley as president of the College Recreation Association.

Jack P. Houlihan, director of the Districts Department, Community Chest of Philadelphia, has left for a three-months' assignment in Germany as a State Department consultant on community activities. While there, he will conduct a series of Youth Leadership Training Institutes and then write some pamphlets on the subject.

Jack M. Hoxsey, assistant superintendent of recreation in San Diego, California, has been loaned to the State Recreation Commission to assist in the defense effort.

Alfred Jensen, assistant superintendent of recreation in Syracuse, New York, will join the National Recreation Association's staff March first. He will be assigned to Recreation Personnel Service, which marks another step in the association's plans for the expansion and enrichment of this phase of its work.

Mr. Jensen was awarded one of the association's apprentice fellowships and received his training in the recreation department in Syracuse. He is a graduate of Syracuse University and has completed two years of graduate work in political science and government.

Ruth Kelly has received an appointment as assistant director of the Fort Devens Service Club in Massachusetts.

George Lepper, formerly superintendent of recreation in Inkster, Michigan, has been recalled to the army and is now stationed at Sandia Base, Albuquerque, New Mexico, as assistant special services officer.

Lucille Moore has been appointed director of the State Rural Recreation Service for Texas.

Sylvia W. Newcombe has been appointed assistant superintendent of recreation in York, Pennsylvania.

Lucy-Evelyn Owen is now at Camp Chaffee, Arkansas, as Service Club director.

Clayton Perreault, formerly superintendent of parks and recreation in Shelby, North Carolina, is now serving the American Red Cross blood program in the state of Alabama.

Joseph G. Renaud is now assistant director of recreation in Charleston, West Virginia.

Rupert Tarver, formerly athletic director of the Crispus Attucks Center, Lancaster, Pennsylvania, is now director of Carver Community Center in Galesburg, Illinois. Earl Foster succeeds Mr. Tarver in Lancaster.

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Recreation MARKET NEWS

Ceramic Kit

From Sculpture House, 304 West 42nd Street, New York City, comes a complete ceramic kit for the beginner,

containing everything for creating and glaze-decorating lasting ceramic objects such as bowls, ash trays, vases, figurines, right in the kitchen oven! Priced to retail for $5.95, this practical kit contains a four-pound package of Della Robbia Miracle Clay that bakes to durable hardness, Duron flexible modeling tools, eight Della Robbia glaze colors which harden to a lustrous glaze, two brushes and a fully-illustrated instruction book. In addition to this set, Sculpture House has a complete line of other ceramic figurine and decorating kits.

Kolite-Covered Balls

The Seamless Rubber Company of New Haven, Connecticut, reports that its Kolite covers are tougher than ordinary rubber, one hundred per cent waterproof and scuffproof. They look and feel like leather yet are more durable.

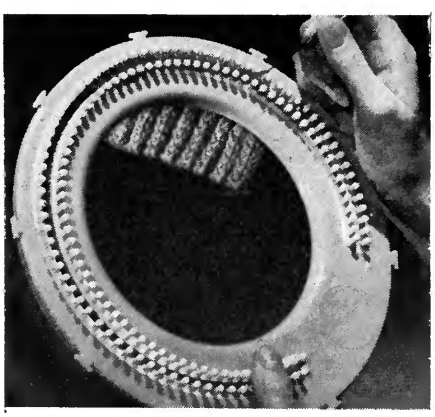
Under certified tests, a Seamless basketball with Kolite cover has been crushed to a thickness of one inch by 16,890 pounds of pressure—without sign of rip, break or blowout. When pressure was released, the ball returned to its original shape, and was immediately ready for play.

New Catalog

The 1951 Wilson Sports Equipment Catalog, with a modernistic red and black cover design, is now available. It includes the Wilson spring and summer lines and over-the-counter fall and winter items.

Ezee Knitter

The Ezee Knitter, a circular frame of lightweight, durable Tenite plastic equipped with 154 Tenite pegs, teaches



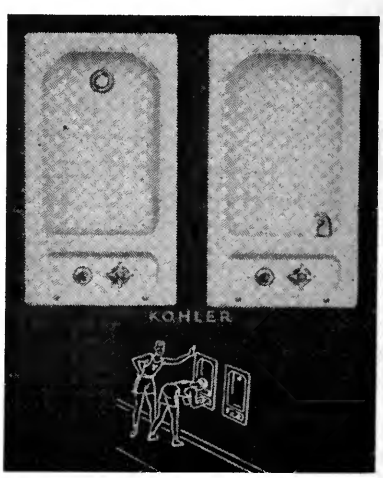
knitting without needles. Simple to operate, it can be used to knit any garment or article requiring up to 154 stitches. Knitting is accomplished by winding two rows of yarn about the pegs and then lifting the lower strands over them with a crochet hook. The finished work comes out at the bottom of the plastic frame, through the slot between the two bands of pegs. Many different patterns can be made by varying the manner of winding, and instructions from any knitting book can be followed.

Health Safeguards

Twin conveniences and health safeguards for all institutions offering athletic facilities are the Vanguard cuspidor and Vanbrook drinking fountain manufactured by Kohler.

Both are built of permanently-lustrous vitreous china and have identical specifications—over-all thirty-inch height, sixteen-and-one-half-inch width and eleven-inch front to back measurement. The inside depth, front to back, is ten inches.

The Vanguard and the Vanbrook are designed for recessing into walls, thereby increasing the safety factor of playing floors. It is said that coaches and physical educators approve of the cuspidor because it promotes sanitation and helps prevent colds and infections from spreading.



The drinking fountain is equipped with a non-squirting bubbler head and a self-closing control valve adjustable for continuous flow. There is also an automatic volume regulator. All fittings are of chromium-plated brass.

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HOME ROOMS—Ideas and plans for educative home room projects.
PEP ORGANIZATIONS—Devices for stimulating loyalty and school spirit.
STUDENT PUBLICATIONS—Guidance in the production of school newspaper and yearbook.
PARTIES AND BANQUETS—Suggestions for educative and wholesome social activities.
STUDENT GOVERNMENT—Sound direction in the development of student sense of responsibility.
MISCELLANEOUS ACTIVITIES—Music, commencement, point systems, etc.

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Magazines and Pamphlets

Camping Magazine, December 1950
Effective Program Planning, George Hallowitz.
All-Camp Outdoor Cooking Program, Orval B. Craig.
Music Hath Power—If It's Good Music, L. E. Lushbough.
Snake Island Dramatizes Nature Program, Gilbert E. Merrill.
Ideas for Your Camp, Gerald P. Burns.
Successful Day Camp Operation, Chase Hammond.

Today's Health, December 1950
Fun with Toys, Shirley Kessler.
Children's Books, Annie Laurie Von Tungeln.

The Crippled Child, December 1950
Christmas Toys, They Can Help the Crippled Child.
Music As an Adjunct to Therapy, Eugene J. Taylor.

Journal of the American Association for Health, Physical Education and Recreation, January 1951
In the Winter Syracuse Moves Outdoors, Gunnar A. Peterson and John H. Shaw.
Values of School Camping, Hugh B. Masters.
Hosteling, New Roads for Youth, Ben W. Miller.
Ice Skating Is the Thing in Winter, Karl B. Raymond and Dorothy Lewis.
St. Paul Winter Ice Carnival.

Scholastic Coach, January 1951
DeLuxe Physical Education Plant, Michael Radock.
Modern Stadium Design, Leon Burgoyne.
Ideal Facilities, Ideal Program, Fred Collins and Cornelia L. Breen.
Reconditioning and Care of Athletic Equipment, Larry D. Thompson.
Baseball Batting Tee, Darrell Sifford.
Your Own Training Room, Lou Thom Howard.
Massillon's Fabulous Stadium, Charles V. Mather.

National Parent-Teacher, January 1951
Activities Out of School, Clara Lambert.

Parks and Recreation, January 1951
Outdoor Education—A "Must" for All Parks, Roberts Mann.
The Maintenance Mart.

Camping Magazine, January 1951
What Makes a Counselor Tick? Robert E. Link.
Counselor Morale, Emanuel Tropp.
Good Training Means Good Counseling, Richard E. Stultz.
Counselor Training Can Be Professional, Emily Welch.
Twelve Pointers on Woods Courtesy, Fay Welch.

The Survey, January 1951
Midcentury White House Conference on Children and Youth—A Special Section.

Enjoying Music—Dance, Song, Band. Arts in Childhood, Series V—Bulletin 3. Fisk University, Nashville, Tennessee. $.25.

Where to Find Birds in Minnesota, compiled by Kenneth D. Morrison and Josephine Daneman Herz. The Webb Publishing Company, Itasca Press, St. Paul, Minnesota. $1.50.

Practical Ceramics, Mildred G. Bell. Pitman Publishing Corporation, New York 19, New York.

Getting Along with Brothers and Sisters, Frances Ullmann. Science Research Associates, Incorporated, Chicago, Illinois. Single copies, $.40; 3 for $1.00. Quantity prices upon request.

Helping Children Read Better, Paul Witty. Science Research Associates, Incorporated, Chicago, Illinois. Single copies, $.40; 3 for $1.00. Quantity prices upon request.

Books Received

Art of Officiating Sports, The, John W. Bunn. Prentice-Hall, Incorporated, New York. $5.00.

Ceramics for All, J. A. Stewart. Barnes and Noble, Incorporated, New York. Paper bound, $1.00; cloth bound, $2.00.

Doctor Dan, the Bandage Man, Helen Gaspard. Simon and Schuster, New York. $.25.

Do-It Fun for Boys and Girls, Mary and Dale Goss. Charles A. Bennett Company, Incorporated, Peoria, Illinois. $2.95.

Donald Duck's Toy Train, Jane Werner. Simon and Schuster, New York. $.25.

Henry Hare's Earthquake, Dorothy Clewes. Coward-McCann, Incorporated, New York. $1.00.

I Can Fly, Ruth Krauss. Simon and Schuster, New York. $.25.

Keeping Idle Hands Busy, Marion R. Spear. Burgess Publishing Company, Minneapolis, Minnesota. $1.75.

Little Boy with a Big Horn, Jack Bechdolt. Simon and Schuster, New York. $.25.

Little Games and Parties, Margaret Powers. Chas. A. Bennett Company, Incorporated, Peoria, Illinois. $2.75.

Making Useful Things of Wood, Franklin H. Gottshall. The Bruce Publishing Company, Milwaukee, Wisconsin. $4.50.

Manual of Heavy Apparatus and Tumbling Stunts, A, John A. Scannell. Burgess Publishing Company, Minneapolis, Minnesota. $1.50.

Needle in Hand, Martha G. Stearns. Ives Washburn, Incorporated, New York. $3.50.

Our Eastern Playgrounds, Anthony F. Merrill. Whittlesey House, McGraw-Hill Book Company, Incorporated, New York. $3.75.

Play Production, Henning Nelms. Barnes and Noble, Incorporated, New York. $3.25.

Poetic Parrot, The, Margaret Mackay. The John Day Company, Incorporated, New York. $2.50.

Power Tools and How to Use Them, W. Clyde Lammey. Popular Mechanics Press, Chicago, Illinois. $2.50.

Readings in the Development of Settlement Work, edited by Lorene M. Pacey. Association Press, New York. $6.00.

Social Work Year Book, 1951. American Association of Social Workers, New York. $5.00.

Studies in Leadership, edited by Alvin W. Gouldner. Harper and Brothers, New York. $5.00.

Ten Delightful Parties for Little Children, Judith and Caroline Horowitz. Hart Publishing Company, New York. $.50.

Ten Sure-Fire Parties for Boys and Girls, Judith and Caroline Horowitz. Hart Publishing Company, New York. $.50.

Young Chad Seal of Los Angeles, Clarence M. Fink. The Story Book Press, Dallas, Texas. $2.00.

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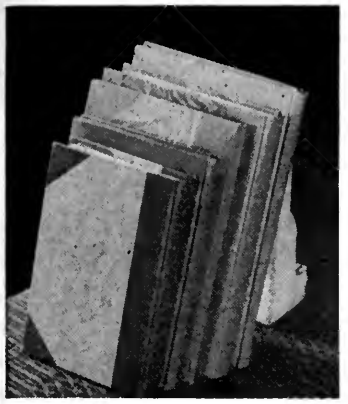

new Publications

Covering the Leisure-time Field

Leadership of Youth

Ben Solomon. Youth Service, Incorporated, Putnam Valley, New York. $3.00.

IN HIS NEW BOOK, Ben Solomon maintains that altogether too many people are called leaders who don't at all deserve the title. "In the field of recreation, for instance, it seems that everybody from the part-time playground leader up to the administrators are called leaders. . . However, exceedingly few of them were hired on the basis of their leadership qualities or training in the use of leadership techniques."

Mr. Solomon, who is author of several other publications, as well as editor of *Youth Leaders Digest* and special lecturer and teacher at New York University and Springfield College, then goes on to discuss, in detail, such important topics as what is a leader; misconceptions of leadership; techniques; the great demand for *true* leaders; and many other problems of particular interest to those in the recreation field.

In his chapter on "Development and Training," he states: "Leadership qualities are strictly personal. They reside inside the individual like other qualities of love and hate, kindness and consideration, generosity and greed. . . Just as each and every person has all of these qualities in varying degrees, so do they have the quality of leadership, also in widely varying degrees."

One of the highlights of the book is the chapter by Ethel Bowers on leadership with girls and women. The suggestions which she gives, together with her program hints, should prove helpful to leaders of both sexes.

In addition, an appendix entitled "Earmarks of a Leader" has been included which concisely outlines: The Aims of Leadership in Youth-Serving Agencies; Major Qualifications; Summary of General Principles and Techniques; Principles and Techniques on the Program Level; and other concrete suggestions.

Although the reader may not agree with some of Mr. Solomon's concepts, he will find the book both stimulating and helpful.—*Waldo Hainsworth*, National Recreation Association.

Adventuring with Books

The National Council of Teachers of English, Chicago, Illinois. $.60 each; ten or more, $.50 each.

THIS NEW, GRADED reading list for children in the elementary grades was carefully prepared by an elementary reading list committee of the council, chaired by Margaret Mary Clark, head of the Lewis Carroll Room in the Cleveland Public Library. One thousand annotated titles and some 250 additional listed titles are offered for adult use with children in kindergarten and the first six grades. This should be extremely helpful to program leaders, storytellers and parents, as well as to teachers—in fact to anyone who has anything to do with children within this age level.

Northwest Angling

Enos Bradner. A. S. Barnes and Company, New York. $5.00.

FOR THE FIRST TIME, all the vast unexplored possibilities for fishing in our Pacific Northwest are set forth in a book for every angler. Low land lake fishing, mountain lake fishing, a short history of the Pacific Coast steelhead, the sea-run cutthroat as a sport fish, Pacific salmon characteristics and species, trolling for salmon, spinning for blackmouths and silver, mooching for salmon, boating for cohoe are covered in detail. Exact instructions on how to go, where to go and the best tackle to use are included with each section. This book makes fascinating reading and will be a good one for sportsmen to keep as a guide and source book.

Fifty Outstanding Books for Scouts

Boy Scouts of America, New York, Chicago and San Francisco. $.07 per copy or $6.00 per hundred.

THIS LISTING is one of the tools offered by the Boy Scouts of America for the promotion of better reading habits among boys; and it is offered in the hope that it will help leaders, parents, schools and public libraries to introduce boys to interesting and worthwhile literature available to them. The list, drawn up by a special selection committee, is up-to-date enough to include the recently-published *Kon-Tiki* by Thor Heyerdahl, *Jackie Robinson* by Bill Roeder and others. It can be ordered through a local council office or from the national supply service offices located at 2 Park Avenue, New York 16; 231 South Green Street, Chicago 7; and 1663 Mission Street, San Francisco 3.

The Planning, Construction and Maintenance of Playing Fields

Percy White Smith. Oxford University Press, London. $6.00.

THE AUTHOR of this book states that its purpose is mainly "to outline acceptable standards in relation to the development and use of playing space by the general public, based upon the experience of the National Playing Fields Association since its inception over twenty-one years ago." As Sir George L. Pepler, chairman of the Association's Grounds and Layout Committee, points out in the foreword, the author writes with authority on the problems of construction and mainte-

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nance. He adds: "For planners and all those responsible for the provision, layout, construction or maintenance of playing fields, this volume will therefore serve as an invaluable textbook on requirements and methods."

The topics covered in the book include: Choosing a Site, Space Requirements for Games and Athletics, Planning the Playing Field, the Construction of Playing Fields, Management and Maintenance of Playing Fields, the Floodlighting of Playing Facilities, Specification of Playing Facilities and Books Suggested for Further Study.

Because *The Planning, Construction and Maintenance of Playing Fields* is based upon experience in Great Britain, Percy White Smith uses a few terms, standards and procedures which will be unfamiliar to American readers. It is proposed, for example, that "the children's playground should be not less than one-fourth of an acre in extent if a reasonable area for equipment and space for unorganized play is required" and that a minimum of one acre is very desirable "where an organized-games pitch is to be included." The playground designs shown in the book illustrate areas which differ widely in size and nature from typical playgrounds in this country. Playing fields are devoted almost exclusively to individual and team sports and do not provide some of the features commonly included on American fields. In addition, little consideration is given in the book to allowance for the accommodation of spectators.

However, the many photographs showing equipment used in the construction and maintenance of playing fields, the carefully-prepared diagrams illustrating various design and construction methods and materials and the detailed suggestions for procedure help make this an interesting, useful and practical volume. — *George D. Butler*, Director of Research, National Recreation Association.

Play Production

Henning Nelms. Barnes and Noble, Incorporated, New York. $3.25.

THIS COMPREHENSIVE BOOK is an ideal handbook for amateur theatrical groups and others interested in any phase of the subject of play production. It summarizes the special techniques and psychology developed by theatre people during the past three thousand years, covering every aspect of the field —from the choice of a script to the best method for taking curtain calls.

Every point made in *Play Production* has been tested in rehearsal and before an audience. Among the many problems solved within its 301 pages are: Why should a ghost avoid sitting upon a piece of overstuffed furniture? When an actor and a director differ on the interpretations of a character, who should have the final word? How do you make cobwebs out of glue? Should a "corpse" take a curtain call?

To illustrate many of these technical problems, the book includes twenty-eight photographs of actual productions. It also contains thirty-six drawings, charts and diagrams dealing with the construction, painting and assembling of scenery; the application of make-up; the delivery of a comic line; the best techniques of sitting, rising, stooping, kneeling, falling and so on. This book has been purposely simplified for the student and for the amateur in community theatre work.

Making Useful Things of Wood

Franklin H. Gottshall. The Bruce Publishing Company, Milwaukee, Wisconsin. $4.50.

THIRTY-THREE PROJECTS—involving cabinet-making, turning, carving, designing, finishing and so forth—are featured in this volume, with full information on materials needed, step-by-step procedure, sketches and drawings or photographs of the finished articles.

The directions are clear and detailed; the articles, well-selected and in good taste. This book should be valuable to hobbyists with home workshops, to shop teachers in schools and to woodwork leaders in community recreation centers. The projects require a certain amount of skill and knowledge and have not been designed for children or beginners. This is a good book for serious work, which will result in useful articles.—*Virginia Musselman*, Correspondence and Consultation Bureau, National Recreation Association.

The Poetic Parrot

Margaret Mackay. The John Day Company, New York. $2.50.

PERCY is a poetic parrot. He says everything in rhyme, from "Camels, camels, stupid mammals" to his last speech in ninety-six delightful pages, "Man-about-town, gay as a clown!" He's one hundred fifty years old, and his adventures when he escapes from the Central Park Zoo will be the talk of the playground. Storytellers, take notice! The small fry from five to twelve will love Percy.

Needle in Hand

Martha G. Stearns. Ives Washburn, Incorporated, New York. $3.50.

MRS. STEARNS has been a leader in the New England revival of crafts and has had several one-man exhibitions of her own work. Her purpose in this book is to "give a very practical description of stitches, how to use them, how to make them effective, and how to make a start in creating our own designs; in other words, the technique of decorative needlework."

Her success in meeting this challenge may be judged by the statement of Frank Staples, arts and crafts specialist of the National Recreation Association: "The book should be put on our book list. It is the best I have ever seen on the subject."

Needle in Hand also contains a bibliography, a good index, sketches and photographs and a chapter on "The Market for Handwork" — something which will please home craftsmen.

Keeping Idle Hands Busy

Marion R. Spear. Burgess Publishing Company, Minneapolis, Minnesota. $1.75.

MARION R. SPEAR, O.T.R., is director of the Kalamazoo School of Occupational Therapy, Western Michigan College of Education. Her ninety-six-page, spiral bound book is a source book of ideas for those with limited budget, but blessed with imagination and resourcefulness. It is therefore particularly suitable for occupational therapists, recreational therapists, housewives, camp leaders—and, of course, for playground leaders.

The four parts of the book suggest interesting uses for various types of inexpensive or discarded material—cloth, native products (we'd prefer the heading "Nature Products"), paper and wood. Each section is detailed and interesting, and the many attractive sketches show good taste and imagination.

Keeping Idle Hands Busy does not give specific and detailed instructions. It's not a how-to-do, but a what-to-do, book—and will be a very handy "spark plug" for crafts leaders who need ideas.—*Virginia Musselman.*

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Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

February, March, April, 1951

HELEN DAUNCEY Social Recreation	Cohoes, New York * February 13-15	Norman F. Van Gulden, Director, Cohoes Youth Center, 30 Remsen Street
	Florida State February 19-March 9	Dr. R. L. Fairing, University of Florida, Gainesville, Florida
	Chattanooga, Tennessee March 19-23	James A. Madison, National Recreation Association, 315 Fourth Avenue, New York, New York
	Richmond, Virginia March 26-31	L. E. Kibler, Assistant Supervisor, Health and Physical Education Safety and Recreation, State Board of Education
RUTH EHLERS Social Recreation	Chattanooga, Tennessee March 26-30	James A. Madison, National Recreation Association, 315 Fourth Avenue, New York, New York
ANNE LIVINGSTON Social Recreation	Ogden, Utah, and Weber County February 12-15	Robert D. Tucker, Planning Director, Weber County, 712 City and County Building, Ogden
	Oakland, California February 19-22	Robert W. Crawford, Superintendent, Recreation Department, Municipal Auditorium, 21-12th Street
	San Mateo, California February 26-March 1	M. C. Thiltgen, Superintendent, Recreation Department, Civic Center
	Redding, California March 5-8	Merritt A. Nelson, Superintendent of Recreation, City Hall
	Long Beach, California March 12-15	Walter L. Scott, Director, Municipal and School Recreation, Long Beach Recreation Commission, 715 Locust Street
	Santa Monica, California March 26-29	Leonard F. Bright, Director, Department of Recreation, 1130 Lincoln Boulevard
	Pasadena, California April 2-5	Cecil F. Martin, Director, Department of Recreation, 1505 East Villa Street
	Burbank, California April 9-12	William F. Keller, Superintendent of Recreation, 111 West Olive Street
MILDRED SCANLON Social Recreation	Greenville, Mississippi February 26-March 1	E. M. Ward, Superintendent of Recreation, Park Commission
	King County, Washington March 5-22	Superintendent of Parks and Recreation, 608-A County-City Building, Seattle
	Vancouver, Washington April 2-5	Carl Gustafson, Supervisor of Recreation, Memorial Building
	Pocatello, Idaho April 9-12	Orville Baker, Superintendent of Recreation, 318 West Center Street
	Orlando, Florida April 16-20	Dr. R. L. Fairing, University of Florida, Gainesville, Florida
	West Palm Beach, Florida April 23-26	Dr. R. L. Fairing, University of Florida, Gainesville, Florida
	Fort Lauderdale, Florida April 30-May 4	Dr. R. L. Fairing, University of Florida, Gainesville, Florida
FRANK STAPLES Arts and Crafts	Kinston, North Carolina ** February 12-22	W. L. Fay, Superintendent of Recreation
	High Point, North Carolina ** February 26-March 8	Shore Neal, Superintendent, Park and Recreation Commission
	Grand Forks, North Dakota April 2-5	Homer D. Abbott, Director of Recreation, Board of Park Commissioners
	Yuma, Arizona April 16-19	Wayne Cunningham, Superintendent of Parks and Recreation
	Wichita, Kansas April 30-May 3	Pat Haggerty, Superintendent of Recreation, 401 City Building
	Ames, Iowa February 19-23	Mrs. Gertrude Skow Sanford, Extension Specialist in Recreation, Iowa State College
GRACE WALKER Creative Recreation	Warrenton, North Carolina March 12-15	Miss Anna M. Cooke, Supervisor, Negro Schools, Warren County, Post Office Box 26

*New York State Youth Commission is participating in the sponsorship of this training course.

**North Carolina Recreation Commission is participating in the sponsorship of these training courses.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of courses, registration procedure, and the like, communicate with the sponsors of the courses as listed above.

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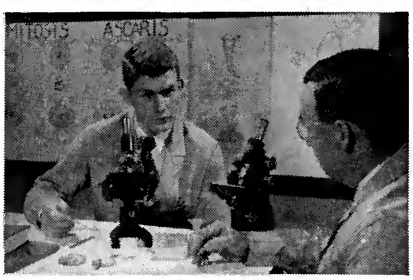

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MacMurray College
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Recreation

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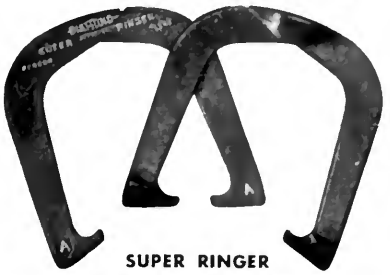
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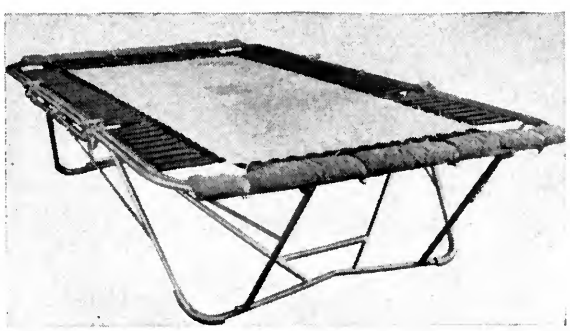

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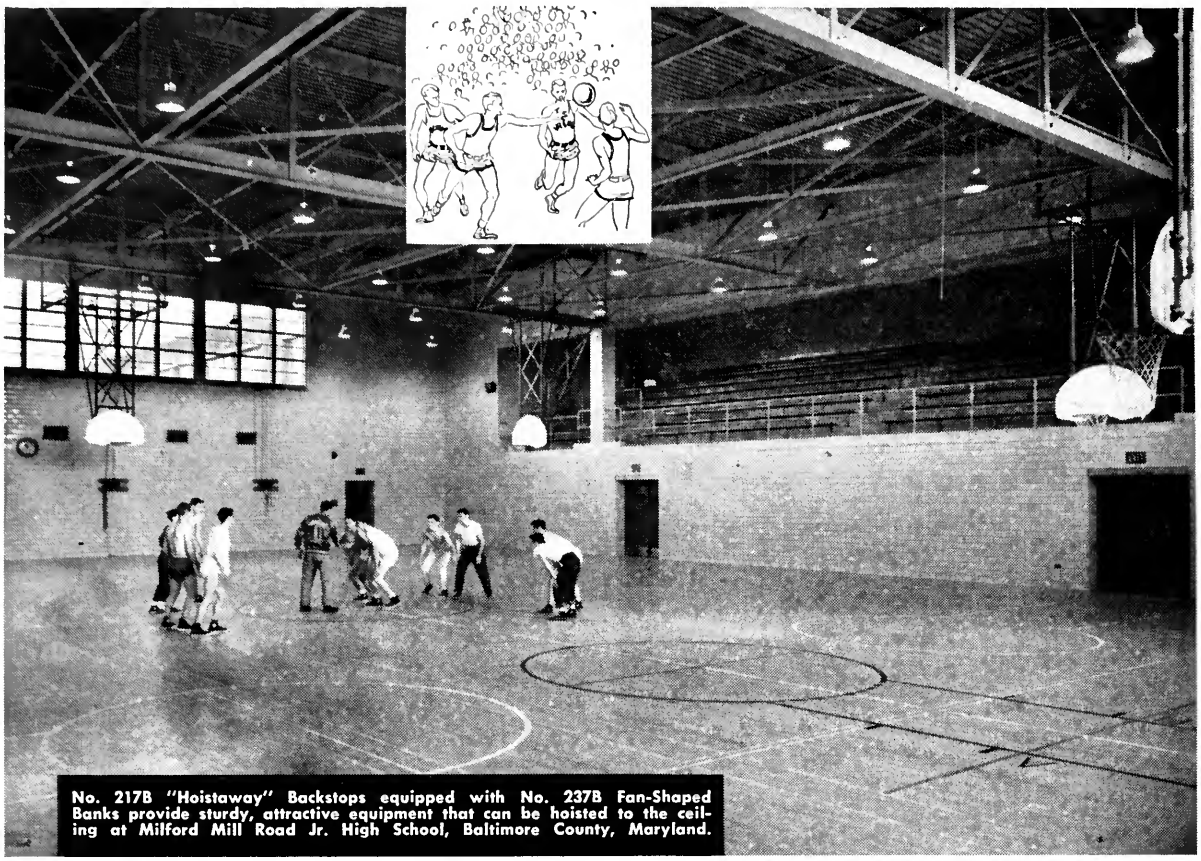

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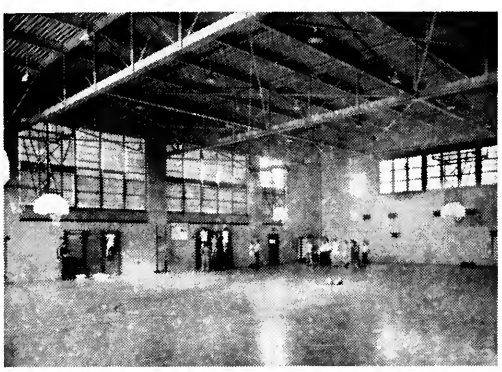

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MARCH 1951

Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLIV Price 35 Cents No. 10

On the Cover

The singing of carols at Easter time, which is fast becoming a custom in America, is only a revival of an Old World practice of earlier days—when it was a means of expressing the general happiness of the day. (See pages 536 and 537.) Photo courtesy Reading Department of Public Recreation, Pennsylvania.

Next Month

Never has the April, *Playground Issue*, of RECREATION been so overflowing with information and ideas for playground programs, facilities and leadership. A symposium on wading pools — "Wading Pools — An Asset or a Liability?" — gives the pros and cons, in terms of experience, of this question which was raised at the Midwest Executives Recreation Conference last year; an excellent article on the use of films in the training of playground leaders is one of several articles on training and on leadership techniques; a helpful article on the selecting and leading of low organization games has been prepared by Helen Dauncey; and everybody should become familiar with "Standards for Children's Summer Program."

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A Service Organization Supported by Voluntary Contributions

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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QUALITIES

of a professional recreation worker

an editorial by Eduard C. Lindeman, Ph.D.

IT IS ONE of the characteristics of human language that words tend to lose their specific meanings in direct ratio to increase in usage. On this account, it becomes necessary to re-examine certain common words from time to time. Through such re-examinations, we discover new shades of meaning which have accrued through expanded use. The word "profession" is such a concept. Since all human activities tend to become, in one way or another, professional, it has come about that the word "profession" gets used with increased frequency. What, then, is its modern meaning?

Originally, a profession was a declaration of faith, a kind of vow or promise. As an adjective, the word "professional" was applied to law, medicine, the clergy and even to the military as early as the sixteenth century. It was not, however, until the nineteenth century that a sharp distinction was made between a professional and an amateur person. It was also in that same century that certain politicians were called professional in a disparaging and cynical manner. During the last decade or more, it has become evident that a need has arisen for more precise descriptions of professional persons. What follows is a preliminary attempt to respond to this need in one sphere, namely that of the modern recreation specialist.

A professional recreation worker is a person who has acquired a set of skills which he knows how to put to use in concrete situations. He becomes professional, not because he possesses these skills, but because he can supply valid reasons for assuming that these skills will produce certain results when utilized in concrete situations. In other words, he becomes professional to the extent that he has scientific reasons for doing what he does. This quality implies readiness to alter skills in the light of new facts.

A professional recreation worker is a person who recognizes the inviolable connection between means and ends. Through this recognition and its practice he becomes a philosopher. He is not a genuinely professional person so long as he strives to achieve good ends through the use of undesirable means.

A professional recreation worker is a person who understands and accommodates himself to the community process. This capacity includes an understanding of politics, institutional roles and operations, the functions of democratic leadership and those innumerable and subtle relationships which constitute the "plot" of the community in which he labors. Having achieved such understanding, the modern recreation worker becomes a sociologist. When he learns how to put this knowledge to practical use in enhancing the recreational life of his community, he becomes a "social engineer."

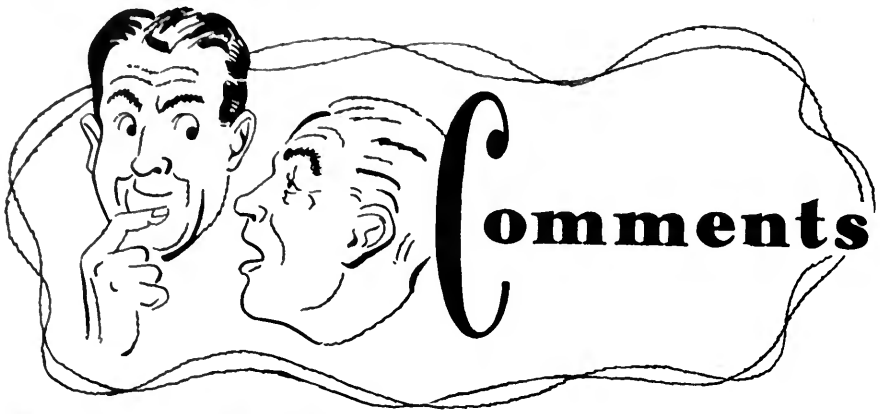
A professional recreation worker is a person who understands the nature of modern leisure. It is no longer reasonable to regard leisure as the mere antithesis of labor. In industrial societies, leisure becomes an important, perhaps the most important, cultural category. It symbolizes freedom, and it is through our employment of freedom that we express our deeper sense of values. Those recreation workers who attain such comprehensions thus become critics and interpreters of today's culture.

A professional recreation worker is a person who understands the significance of human relations. Our personalities are moulded by our capacity to sustain working relations with other people. Since it is one of the stated goals of modern recreation to facilitate this process of interpersonal relations, it becomes obvious that the professional recreation specialist must exemplify this quality in his own behavior. Those who do so become social psychologists.

A modern professional recreation worker, according to my criteria, becomes a skilled practitioner, a scientist, a philosopher, a sociologist, a cultural anthropologist and a social psychologist. Have I set an impossible standard? Can these diverse qualities be anticipated in any single individual? My answer to the first question is an emphatic "No!" The standard is not too high. And I take courage in responding with an equally emphatic "Yes!" to my second question because I have seen this combination of qualities in some of our best recreation leaders. Standards cannot be set too high for a profession which has a task of such profound importance.

Because recreation is still new to professional requirements, one often finds the above qualities in persons who do not own a professional symbol. They have acquired their proficiency through practice. Professional training schools should now find ways of endowing such persons with professional rating. Their curricula for future recreation workers should, so I believe, be revamped to correspond with the above criteria. A number of national recreation groups are formulating principles which give added hope that some of my ideal conceptions are approaching realization.

DR. EDUARD C. LINDEMAN *was formerly professor of social philosophy at the New York School of Social Work, Columbia University of New York City.*



Administrative Planning—Its Effective Use

Sirs:

The article, "Administrative Planning—Its Effective Use," in the January issue of RECREATION, is very timely and thoughtful. Recreation workers have been, at times, accused of being opportunists or careless enthusiasts and, possibly, the reason their batting average is so high is because, in the majority of cases, the adverse criticism is not true.

. . . I was impressed with the comment that skill in administration goes hand in hand with the understanding of the philosophy of the recreation movement.

How can we continue to dream dreams if the emphasis is entirely upon the accomplishment of activities? A fundamental human need is always the stimulation of a new dream, and the measuring of this need sows seeds for its alleviation.

To keep pace with city administrators, the recreation director must have vision for today and tomorrow. He must have the kind of mind that can weigh and measure values in terms of human needs. He cannot be a lone wolf in performance. His enthusiasm and careful planning will gain the respect and cooperation of his city fathers as they jointly approach the problems of their constituents.

As the author has so well said, plans are only "a system of ideas organized and set down for easy reference." We must have the cooperative doer as well as the dreamer.

GRANT D. BRANDON, DIR.
RECREATION DEPARTMENT
LANCASTER, PENNSYLVANIA

Sirs:

. . . The author states that "inescapably, the recreation executive must expand his knowledge of public administration and play his full part in the partnership of government." How true, but most recreation executives cannot find the time. Many have never had the opportunity to take a course in public administration at college. For those who have never had a course or have had little time to study public administration, let me recommend the correspondence course of the Institute for Training in Municipal Administration, 1313 East Sixtieth Street, Chicago 37, Illinois. The fee for such a course is thirty-five dollars and covers fifteen lessons, taught by a capable instructor. The name of the course is "The Technique of Municipal Administration."

The reader of "Recreation Comments" will also be interested in a course offered by the same institute entitled "Municipal Recreation Administration." This course is a mighty fine refresher for executives and an excellent study of the municipal recreation problem for beginners, supervisors and others who wish to go up the recreation ladder. One doesn't have to attend college to take a course in public administration.

The author is correct. Those of us in the field of recreation administration should have a good knowledge of public administration techniques.

THOMAS W. LANTZ, SUPT.
RECREATION COMMISSION
TACOMA, WASHINGTON

Sirs:

. . . That the adolescent period of public recreation has definitely passed is the concensus of opinion of those who are professionally identified with the recreation movement. The task at hand is to bring those who are not so identified to the same conviction. It would seem, therefore, that a most important objective of the recreation executive should be, as the author of the administrative planning article indicates, to direct a sizable amount of his time and effort to the phases of planning which will effect for recreation a place of due importance in the community picture.

In other words, I advocate that in addition to the adoption of departmental planning, which undoubtedly will accomplish much toward the desired objective, recreation executives should extend their planning to the point where recreation becomes an essential element in community management. The attainment of this end through contacts with, and the formulating of graphic plans for, the proper municipal executives, will eliminate, in the future, many of the past difficulties experienced by recreation in its dealings with mayors, city managers, legislative bodies, boards of education, planning boards and other agencies in the community. Planning is a "must" in the recreation future.

STEPHEN H. MAHONEY, SUPT.
RECREATION COMMISSION
CAMBRIDGE, MASSACHUSETTS

Sirs:

. . . I would extend the statement of Mr. Mitchell in his article, "Administrative Planning—Its Effective Use," in your January issue — "Therefore, it seems reasonable to claim that good administration is that which will blend philosophy and facilities into a successful recreation undertaking"—to include philosophy, public relations, facilities, leadership, community, agency and governmental coordination into a successful recreation undertaking.

Good administrative planning must include every conceivable group in a community being considered, if not consulted, before positive action is taken. Long-range planning is the sane, practical solution for economy in democratic government.

J. T. FEMAL, DIR.
DEPARTMENT OF RECREATION
BLOOMINGTON, INDIANA

Things You Should Know . .

● PLANS FOR THE 1951 Congress to be held at the Hotel Statler, in Boston, from October first to fifth, are now under way; committees are in the process of formation. The Recreation Congress Advisory Committee is being expanded somewhat this year and will include representation from recreation executives, supervisors, board members and there will also be representation from the military forces, from rural, church, hospital, industrial and education fields. State interests will be represented as will those of private agencies interested in recreation.

● THE UNITED COMMUNITY DEFENSE Services has recently been incorporated. Francis W. H. Adams, a member of the Board of Directors of the National Recreation Association, and Joseph Prendergast, executive director, have been elected to its Board of Directors.

● PLANS FOR LEADERSHIP TRAINING courses — sponsored by the National Recreation Association—are, in many instances, being adapted to serve developments brought about by the present national emergency. NRA training personnel are prepared to cover recreation for men in uniform and for defense workers and their families.

Special visits to several critical communities in Alabama and Georgia, to study the effect of the emergency situation upon recreation programs for women and girls in particular, have just been completed by an NRA training specialist. Most of these communities are located adjacent to military establishments, and one will soon have a large defense plant in the immediate vicinity. A report of the findings will appear in a later issue of RECREATION.

● TWO VOLUMES OF THE 1950 REPORT of the President's Water Resources Policy Commission are now in print under the title *A Water Policy for the American People*. Volume I consists of the General Report; Volume II, Ten Rivers in America's Future; Volume III, Water Resources Law. Volume I carries an excellent chapter on recreation, with a list of recommendations.

● THE NATIONAL RECREATION ASSOCIATION has accepted membership on a special committee of the Federal Security Agency to assist in calculating for the National Production Authority the over-all material requirements of the municipal park and recreation departments of the country for 1951 and 1952. These facts are to be used by the National Production Authority as a guide in the allocation of materials for local community recreation purposes.

An emergency task was undertaken and samplings were made of materials needed which require metals, especially steel, aluminum and copper, on which national estimates could be projected. Final estimates of the nationwide needs for some seventy to eighty items were completed by February nineteenth. Additional inventories are anticipated from time to time, possibly each quarter.

● A NATIONAL ADVISORY COMMITTEE on Defense Related Services, composed of fifty outstanding recreation workers throughout the country, has been appointed by the NRA. These workers represent the major national professional groups in recreation and a representative cross-section of local recreation executives who had war-recreation experience in World War II, and who are now executives in communities impacted by the defense program or both. Through this committee, the association will be able to plan and direct its services, as needed, to meet actual local needs. George Hjelte has accepted its chairmanship.

The provision of these special services for 1951 has already been started on the basis of a conservative estimate of the amount which will be available through the United Defense Fund.

● THE ARMED FORCES have been turning to the National Recreation Association for trained civilian recreation leaders in large numbers, necessitating a substantial program of recruiting. They have also asked for cooperation in discovering recreation personnel entering the armed forces, so that they can arrange for their assignment to recreation service in the armed forces. Civilian agencies needing additional recreation workers for their armed forces programs are also turning to the association, as it maintains what is probably the largest file of professional workers in the country. Some ten thousand individuals are listed.

● ENCOURAGING WORD HAS COME from the Public Housing Administration in Washington, and from local recreation departments, showing a closer cooperation of the two in providing over-all community recreation service. However, there still is great need for this cooperation, service and its careful planning in many cities.

● SOME THIRTY PEOPLE, representing hospital recreation workers, have organized a Kansas Hospital Recreation Association. They will hold their next regular meeting at the Central District Recreation Conference in Kansas City, Missouri, March twenty-eighth to thirty-first.

● A NEW MOVIE—*Our Changing World*—is a seventy-two minute color film dealing with the creation of the world and the life upon it. It carries excellent commentary, accurate scientific data, unusual nature shots, splendid background music, and is suitable for both children and adults. For information, write John Ott Film Library, Incorporated, 730 Elm Street, Winnetka, Illinois—and mention RECREATION magazine.

The cross serving as background for the Easter Sunrise Service, in Columbia, South Carolina.

EASTER - 1951

Dear Lord, in deep humility we kneel, this Easter day;
For knowledge turned to warlike use, forgiveness we do pray.
From all Thy righteous teachings we have wandered far astray;
But, Lord, look down with mercy on our children at their play.

Dear Lord, heed not the voices of the boastful men who dare
To claim for their own race, of privilege a greater share;
But hear the music that is rising from our playgrounds, where
The laughter of our happy children rings so sweet upon the air.

Dear Lord, have mercy still upon Thy people as they pray,
Because we walk, though slowly, slowly upward on Thy way;
Because in love and brotherhood we grow from day to day,
And we have builded places where a little child may play.

MURIEL E. MCGANN

SEARCHLIGHTS SWEEP THE SKY

THE RAYS of searchlights begin to circle the sky as early as four o'clock on Easter morn, in Columbia, South Carolina. They can be seen for miles around, as travel starts to the beautiful sunrise service held in a natural amphitheatre in Earlewood Park.

A carpet of green grass covers the amphitheatre. Dogwood, crab apple and Judas trees, yellow jessamine and wisteria vines add color to the magnificence of the towering native pines.

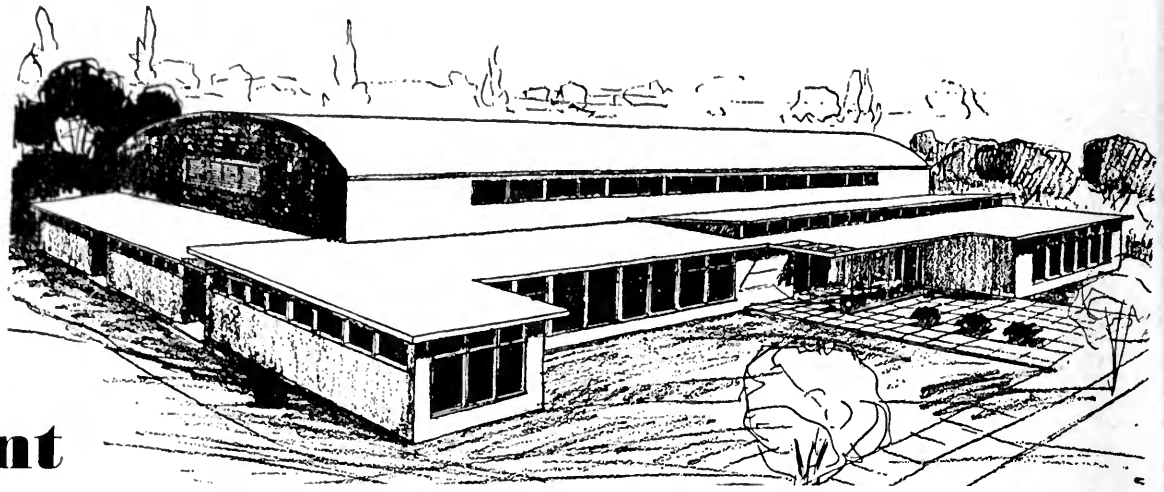
The service is a citywide affair, sponsored by the Columbia Recreation Department. Columbians have been made to feel that the program is theirs, and the response received from churches, civic organizations, city departments and clubs is excellent. Even the lights are furnished free!

Members of the Junior Chamber of Commerce work with the City Traffic Division in streamlining traffic. The patrons and mothers clubs of the city parks assist the Earlewood Patrons Club in serving as hostesses. Hot coffee and doughnuts are prepared for program participants. The Red Cross sets up a first-aid center. The men's civic clubs perform as ushers and the women's clubs have charge of the programs. The garden clubs have arranged the beautiful setting and, with the help of the fire department's long ladder, placed a large spray of Easter lilies, tied with purple ribbon, upon the cross. A Hammond organ is made available through the courtesy of a local music store.

The program begins a half hour before sunup, with antiphonal music rising above the still, dark pines. This is played by local musicians and members of the Fort Jackson Band. The processional music starts with the first rays of the sun. The choir is composed of a local choral group of fifty male voices. The audience participates in the singing of familiar hymns.

Last year, over two hundred Boy Scouts—wearing white helmets—formed a huge human cross, giving the effect of a reflection of the large, lighted cross upon the stage. About ten thousand persons attended.

Citywide Easter Service in Columbia, South Carolina



Grove Recreation Center, Berkeley, California

Recent facility developments

SIGNIFICANT PROGRESS has been made in the development of municipal recreation areas and facilities since the end of the second World War. Plans for improvements which had been long delayed have been finally realized in some cities; in others, bond issues have made possible valuable additions to the recreation plant. The examples of recently-constructed recreation facilities and structures described in the following pages include an outdoor skating rink, outdoor children's theatre, tennis center, band shell, recreation building and field house with an indoor skating rink. (See January 1951 issue of RECREATION for description of indoor-outdoor swimming pool.) They illustrate the diversity of recreation opportunities that are being increasingly provided by recreation authorities.

Temporarily, the initiation of the construction of recreation facilities, buildings and structures has been forbidden by Order M-4, issued by the National Production Authority. Exceptions have already been granted, however, and the authority has indicated that consideration will be given to individual projects based upon hardship considerations or relationship to the national defense program. The preparation of criteria and procedures for considering such projects is now in progress.

Proposals for expanding local park and recreation systems have been temporarily held up in many cities because of the defense situation, in spite of the fact that funds for construction are available. Nevertheless, the cities that have well-developed, detailed plans will be in a position to act quickly when the present ban on building is lifted. Recreation areas and facilities will continue to be described in RECREATION for the guidance and information of authorities who are preparing for the day when construction again is permitted.

Memorial Skating Rink and Playground

The completion of the Wollman Memorial Recreation Center in Central Park adds a long-awaited and unique feature to the extensive New York City park system, one not duplicated in any other public park. It is welcomed by thousands of New Yorkers who have been deprived of the pleasure of regular, uninterrupted outdoor ice skating throughout the winter because of the vagaries of the city climate. During the late spring, summer and early fall, this center will afford additional needed recreation space for children and adults—for roller skating, dancing, concerts and active play.

Located on the east side of Central Park, near the southern boundary at the rear of the zoo, the memorial is constructed in a natural, depressed amphitheatre, and reclaims a swampy waste area for public recreation. It consists of a large, outdoor artificial ice skating rink, a recreation building and a children's playground.

The outdoor rink, which covers 28,000 square feet or three-quarters of an acre, will provide ice skating from mid-October to April under all weather conditions. Sixteen miles of 1¼-inch wrought iron pipe have been installed in the refrigerating system of the rink. A boardwalk surrounding the ice area is lined with wooden benches for the convenience of the skaters. The rink area is enclosed by a high fence of wire mesh. A public address system furnishes facilities for announcements, music and various entertainment features.

A semi-circular building at the northerly end houses

refrigeration equipment, dressing rooms, a small restaurant where food may be bought at reasonable prices, a skate shop and other incidental facilities. The roof of the building will be used as a children's playground equipped with swings, seesaws, sand pit and shower basin. Concrete bleachers for 675 spectators stand outside the fence along the western side of the rink.

This two-acre recreation center was made possible by a $600,000 gift to the city in the spring of 1949 by Miss Kate Wollman, in memory of her parents and her brothers. The Mayor and the Board of Estimate accepted the gift and added $200,000 of city funds to adapt the facility to the surrounding landscape and walks. The memorial was dedicated with appropriate ceremonies on December 21, 1950.

The center is open to the public each day from eight-thirty a.m. until midnight, except for brief periods required for reconditioning the ice. General skating is permitted most of the time, but periods are scheduled for figure skating and dance sessions, speed skating and individual fancy skating. Children can use the rink mornings without charge, on Saturdays and during school vacations, except Sundays; at other times, the fee for general skating is nine cents. General skating for adults costs fifty cents, including tax, mornings and evenings; twenty-five cents during the afternoons.

New Wollman Memorial Recreation Center in Central Park, New York, offers a variety of recreation activities for all ages.

Outdoor Children's Theatre

Another dream has come true—insofar as the children of Oakland and the city recreation department are concerned. A new outdoor theatre for Oakland's boys and girls, six to fourteen years of age, especially designed for their creative dramatic plays, has been constructed in a wooded glen in the Mosswood Park area. The site selected is a small canyonlike spot, heretofore unimproved and actually an abandoned gully in back of the park tennis courts. The local park department is cooperating in maintaining this area in its natural woodland setting and has planted small redwoods along one bank.

An eight-by-thirty-foot stage spans the shallow creek bed, permitting a natural stage background of trees and shrubs. Tiers of seats, made from salvaged lumber, have been erected up the side of the glen in an amphitheatre pattern, surrounding two large trees. Seats have been painted muted tones of yellow, apricot, turquoise and pink—the colors denoting seating areas for the different age groups. To add to the woodsy atmosphere, a hole has been cut in the stage floor to permit a tree to continue growing right up through the platform. This will be a useful prop for the children's make-believe acting ventures. Along each side of the stage are large, pie-shaped, built-in storage cabinets. The theatre accommodates up to five hundred youngsters at a performance.

The need for a theatre exclusively for children has long been felt here. The already existing Greek theatre in Mosswood Park was designed, and reserved, for pageants and adult activities such as band concerts, community campfires, county picnics and reunions. For some years, a children's Garden Theatre was operated in the park by the Oakland Recreation Department, but this rather old structure was torn down during the remodeling of the park two years ago.

Credit for discovering this "just right" spot for the children's own theatre goes to Mrs. Albritton, drama specialist for the department, who says: "For children to have their own dramatic play theatre and center, where they can bring to life the beloved characters of make-believe, of legend and history, is truly a civic achievement."

The recreation department does not attempt to give professional productions, but rather to give children a creative, dramatic experience in interpreting and watching children's plays.

The muted colors of the theatre were especially se-

In Oakland's outdoor children's theatre, tiers of seats are arranged amphitheatre pattern in glen, surround two large trees.

lected to make the setting as colorful and appealing as possible without detracting from the performances or distracting the children. A colored pennant flies from atop a flagpole each day the theatre is open, as is done in the old English theatre.

Opening day was set for Thursday, June 22, 1950, at two p.m., when a play based upon the Pied Piper theme was given by children from one of the municipal recreation centers. Since that day, dramatic groups from three or four playgrounds at a time have presented ten-to-fifteen-minute scenes or plays, with a full afternoon's performance lasting not more than forty minutes. Parents bringing their small children are made welcome at the performances.

A large library of light classical recordings affords background music and overtures for the juvenile plays. Costumes are borrowed from the recreation department's costume workshop, which maintains a ten-thousand-costume wardrobe as a service to community and educational organizations, and for its own varied projects.

More than fifty groups of youngsters taking part in creative dramatic play throughout the city appeared in their own plays in the new theatre during last summer. This program is under the supervision of Mrs. Rachael Dustin, district supervisor, and Miss Carol Pulcifer, general supervisor, and is part of the dynamic recreation program being promoted by the Oakland Recreation Department.

A New Tennis Center

A triangular piece of property in Austin, Texas, once a field of weeds, has become the tennis player's heaven. This three-acre area has been named the Caswell Tennis Center in honor of W. T. Caswell, chairman of the city's park and recreation board, who was largely responsible for the project.

The center is comprised of six tennis courts, built of three parts limestone and one of red clay, affording fast-drying and excellent play surfaces. A modernistic shelter house and grandstand seating two hundred serve the comfort and convenience of players and spectators. The rooms having showers and dressing facilities are underneath the spectators' stand. The center was built at a cost of fifty thousand dollars, the larger portion of which was donated by Mr. Caswell, and is operated by the Austin Recreation Department.

The National Intercollegiate Tennis Championships were held here in 1949 and 1950 and several other local and state tournaments were conducted at the center during the latter year.

To become a member of the Caswell Tennis Center, an individual must pay in advance for one of the following types of memberships:

Senior yearly	$25.00
Senior six months	16.00
Senior nine months (University)	20.00
Senior three months (University—Summer)	10.00

Courts three parts limestone, one part red clay, provide fast-drying excellent play surfaces. Grandstand seats two hundred spectators.

Junior yearly	$10.00
Junior summer	4.00

University memberships are available to full-time students only. A player is eligible for junior membership until he graduates from high school. All non-members must pay thirty cents an hour, per person, for the use of the courts. A fee of $2.50 per year is charged for locker space in the shelter house.

Band Shell

A new band shell, named in honor of Jerome H. Remick, who implemented symphonic music in Detroit, and erected on Belle Isle, Detroit's famous island park, was dedicated on July 13, 1950.

The shell, of reinforced concrete, was constructed on level ground with its stage about six feet above ground level. Its dimensions are ninety-five feet in width by thirty-two feet in depth. The stage itself is sixty-four feet by thirty-two feet and provides seats for eighty musicians. The cantilever sounding board rises to a height of thirty-five feet from the ground and measures forty feet along its side. At the rear of the stage, a one-story structure contains a library for music scores, assembly room, director's office, storage room, lockers and washroom, a control room for stage lights and a public address system.

The sounding board involves the use of a new principle of acoustics which projects the music in equal volume to all sections of the audience. In addition, curvature of the board's surface makes it possible for each player to hear the rest of the orchestra better than is usually the case. This promotes improved performances by the musicians. Plywood is used for this curved surface. Amplification is necessary for audiences of over ten thousand persons and an amplification system has been installed in a steel tower erected at one side of the stage. The present seating capacity of the music area is eleven thousand, but this can be enlarged to fifteen thousand by the erection of bleachers at the rear.

Concealed lights have been installed between the curved

units of the sounding board and at its base, and lights in front of the stage can be used when needed.

The total cost of the band shell was $160,000. Plans and blueprints were prepared by the Engineering Department with the cooperation of experts in the Park and Recreation Commission—which is responsible for the operation and maintenance of the structure.

Recreation Building

On September 11, 1950, a new $75,000 recreation building was dedicated, with appropriate ceremonies, by the Berkeley Recreation Commission. The building, approximately 10,000 square feet, contains a gymnasium sixty-by-ninety-six feet; locker and shower rooms and toilet facilities for men and women and special toilet facilities for pre-school children; two classrooms for pre-school children; three club rooms with a snack bar in one of them; offices for the community center director and the school director, with storage space for recreation equipment and children's school supplies. The rooms are well-heated and lighted, attractively painted and decorated in a light, modern style which is easy on the eyes.

Indoor equipment includes folding bleachers, seating 240 people, against the south wall of the gymnasium, chairs to seat two hundred, basketball backstops, gym mats, punching bag stand, table tennis, folding chairs for dinner parties, a snack bar with gas range, sink, tables, chairs and juke box. The club rooms, with attractive window drapes, are equipped with donated piano and other furniture.

The Grove Recreation Center represents a cooperative project involving both the city and schools working with the recreation commission. A special committee selected from the city council, school board and recreation commission worked out the plan by which the schools furnished the site and the city financed the construction. Both will use the building which is being operated by the recreation commission. The school property upon which the building is located is leased by the city at one dollar a year. The cost of the building, including contractor's bid and extras, architect's fees and equipment amounted to seventy-five thousand dollars.

The field house at Rensselaer Polytechnic Institute in Troy, New York, is not municipally owned, but is devoted to furthering the educational, cultural and recreational needs of the entire area. Insofar as the institute's own needs permit, the building is open for the use of colleges and schools, charitable and civic organizations, as well as to the general public.

Its central feature is the artificial ice hockey rink, 185 by 85 feet in size, with eight and one-half miles of wrought iron pipe imbedded in its concrete floor. In two hours' time, the rink can be covered with a removable hardwood floor and completely equipped for basketball play. The permanent concrete stands on either side of the rink seat four thousand persons. Temporary stands can be placed at one end to take care of 1,500 more, making a maximum seating capacity of 5,500 for all sports events. An additional 2,500 can be seated on the playing floor for concerts, lectures and similar events.

Detroit bandshell sounding board involves a new principle of acoustics, projects sound in equal volume to all audience sections.

The entire building, brilliantly lighted and effectively heated, is equipped with modern public address and score recording equipment. Under the grandstands are team rooms, dressing rooms, toilets, storage space, offices and refreshment centers. The west end is equipped with a permanent hardwood floor 85 by 200 feet, serving as four practice basketball courts. An acoustical shell, similar to that at Tanglewood in Lenox, Massachusetts, is installed in the east end of the building.

The finished building is the center for RPI winter indoor sports and student activities, dances, symphony concerts, ice hockey games, expositions and other large community gatherings. It also is becoming an integral part of the cultural and social life in this area.

The field house, which was first used in October 1949, was originally a navy warehouse in Rhode Island. Since obtaining the structure through the Federal Emergency Educational Facilities Program, the institute has spent over a half million dollars in constructing the grandstands and the facilities beneath them, installing the artificial freezing unit, purchasing the basketball floor and facilities, providing the lighting and heating systems and in making other adaptations to its present uses.

Jean and Jess Ogden

Do you really lack leaders...

Some Observations On Community Leadership

WE LACK LEADERS in this community."

"We have so few leaders and they are all overworked."

"He did it for seven years. Then he resigned because he thought that he had done his share. When you lose the leader, you lose the program."

"Everything depends upon the leader."

"It is an underprivileged community; it has no leaders. How can it be expected to help itself?"

As one discusses community development with citizens of one community after another, statements like those quoted above occur with disheartening frequency. A person begins a sentence in a sad voice: "Oh, yes, our community needs everything, but . . . " You can join in on the refrain with unerring accuracy: "*We have no leaders.*"

The Other Side of the Picture

But now and again one finds another kind of community. We spent a long day recently in a small city of about ten thousand people. Our interest was in several community programs under way there. Everyone with whom we talked was enthusiastic and could tell not only about what was happening, but also why and how. More than that, each person named several others who must be seen. And they did not all name the same individuals. After talking with about twenty-five citizens, we left with a long list of others whom they considered important to their community development program. We left, too, with the definite impression that here was a growing community with vital and widespread leadership. This was true in spite of the fact that in the late thirties this same community "was in the doldrums"; even the best among its leaders, according to local report, "were unwilling to stick their necks out."

A Scientific Approach

In another area which had grown rapidly and had many newcomers, citizens deplored the lack of leadership for their youth organizations. But they did more than deplore. A few of them decided to find out whether they really lacked leaders. They organized survey teams, using youths as well as interested adults. These teams rang doorbells and catalogued the leadership resources of their town. They found more able and willing leadership than currently-existing agencies could use.

From a rural county comes the statement: "There's no lack of leaders in this community. Our problem is to hold back long enough to plan where we're going so that we won't tramp each other down! That's why we need to have some meetings to discuss our needs and our resources and to do some planning together. Once we have the plans, things will get done easily enough."

Leadership Has Replaced Leaders

These last three communities are no more fortunate in the quality of their citizens than the places which "lack leaders." They are different because at some point somebody (or somebodies) decided that it was time to take a look at the community and its people in an objective way. Community patterns and attitudes frequently undergo a change when this happens. When it is the style not "to stick one's neck out," nothing happens until the style is changed. And it can be changed when enough citizens get together and decide to stick out so many necks at once that the would-be-loppers-off-of-heads are unequal to the situation. Such a community does not depend upon a leader or a few leaders who may become martyrs. It develops widespread leadership from the potential leaders who are already there. The community in which *leadership* has replaced *leaders* is in a pretty healthy state of development.

Leadership Not Limited

Leadership potentials exist in every community—privileged or underprivileged. Most leaders, however, do not spring full-blown into community activities. They must be sought out and given jobs to do in which they feel competent. They must be helped to grow in competence. They must feel an essential part of the scheme of things. They must *care enough* about the thing they set out to do so that they will forget about shyness and feelings of inadequacy.

In a rural school community, which might be classed as underprivileged, the PTA did not flourish. A few faithful members came regularly. But, in the words of the newly-elected president, they were the people who were least in need of belonging. They were from the few "privileged" families of the community and belonged to many organizations. The president was con-

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cerned about the families of the numerous tenants who were here one year and gone the next. Their children were in the school; the parents should be in the PTA.

Early in the school year, plans were made for a Halloween party. The president made it her first business to find something special to ask each parent to do. She found out from those she knew what they could do and, from friends, she learned the capabilities of others. Then she and the school principal wrote a personal letter to each parent who was not a PTA member. The letter was an invitation to assume a leadership role at the party. Further importance was given the invitation by having it go by mail rather than having the children take it home.

In some cases, the task assigned was as simple as sitting in the second row from the front on the left side to see that the people in the two front rows were comfortable and had become acquainted. In other cases, a mother was asked to spend fifteen minutes in helping to care for babies and small children for whom a room and supervision were provided.

Almost everyone came to the party, and everyone who came took her responsibility seriously. The president and the principal had worked with the "faithful few" so that they accepted their job of making people feel that they *belonged*. The result was that the party was not the only event to which these people came. They continued to come to PTA meetings and began to talk about the needs of their community.

That community now has an active council that is making it a better place in which to live and to bring up a family. The council has widespread leadership drawn from the "underprivileged," as well as from the more "privileged," group. The patient, painstaking work of the PTA president has paid dividends.

People Have Different Abilities

The importance of the personal contact and personalized appeal cannot be overestimated. When Dr. Bond began his work in Hickory Nut Valley (*New Dominion Series*, No. 109), he knew that he could take care of the scattered population only if he had a small hospital and could educate the people to come to it. He knew, moreover, that they would come to their own hospital more readily than to his. The job of getting the hospital could, at the same time, serve to make the people realize its importance to them.

There are about twenty sections in the area that might be thought of, roughly, as communities. People living in these parts know each other and have some activities in common. As the doctor traveled about, he observed the "natural leaders." He made their acquaintance. He took his time. It was during his second year that he invited a "leader" he had discovered from each section to meet with him to plan the clinic. They were not educated men; some even were illiterate. But they all were men who had the respect and confidence of their neighbors. They knew how to use what resources were available. They were able to muster the resources of their neighborhoods to make the Valley Clinic and Hospital a reality.

When the building program was finished, some of them resigned from the board of trustees. They had known about getting materials and the building, but felt that there were others who could be of more help in "running a hospital." In this matter they demonstrated a principle of good community leadership of which they had never heard and probably would not have recognized if they had—the principle of alternating leadership and followership. *Very few individuals are equipped to lead in all phases of community living. Fewer still are unequipped to lead in any.*

Rotating Leadership

The Bricks Rural Life School in North Carolina has used the idea of rotating leadership wisely and effectively. When the farmers' club meets in early spring to consider the corn planting which is just ahead, the leader is not an agriculture teacher but a farmer who has had success with his corn. At another meeting on dairy cows, another farmer will lead in his field of successful endeavor. The women's club works in the same way. The leader, says the director of the school, will learn all that he can about the subject because he must teach it. The others will learn "in the hope of being able to trip him up." The important result, however, from this kind of leadership practice and training is that persons who participate in the clubs become centers of "radiation" in their own neighborhoods. They become community leaders.

Are These People Leaders?

About this point in the discussion, our skeptical Southside friend would be saying: "But I don't consider that the people about whom you're talking are leaders." Certainly the idea of widespread and alternating leadership is a far cry from the *noblesse oblige* leadership which has had its finest flowering in the South. That philosophy, perhaps, served well at one time. But the increased speed of social change has brought new complexities and confusions. We no longer deal with simple face-to-face situations. The trouble now, as someone has pointed out, is that noblesse has too many obliges. As a result, in communities that cling to the old leadership pattern, we have a few tired people heading e v e r y organization and e v e r y drive. They bear names that have always headed affairs in the county—the names of the "leading" families. The community will not move without them. It frequently cannot move with them. They are too overloaded with the burden of being "leaders." They are willing enough and often able enough—but they are spread too thin. They *head* but do not *lead*.

Growing, vital communities are the way they are because they have found (or been found by!) a new type of leader. He may be a professional worker or he may be a citizen working at his job of citizenship in a democracy. He is the type of leader who is geared to changes rather than to the old patterns. He is interested in helping to guide social change but not in controlling it. He is a continuously growing person. He is increasingly able to see new relationships in the light of new facts and new understandings of this ever-changing world. He is dedicated to the job-at-hand: his satisfaction comes from getting the

job done, rather than from being pointed to as the one who did the job. He measures his own stature as a leader by the number of new leaders he discovers and develops, rather than by the extent of his own following. He develops lieutenants rather than evangelists. He has faith in the ability of every mature adult to ordain his own destiny. *He trusts the democratic process.*

Leadership Exists; So What?

We have said that there is no lack of the raw material of leadership. If it were not so, the outlook for democracy would be grim indeed. Three questions, then, remain: How do we find the potential leaders? How do we help them to develop? Who are the "we" whose responsibility it is to find and develop widespread leadership?

How Do We Find Leaders?

We can find them only by sincerely searching them out. A direct question about community leaders brings out information about the official or the recognized "prestige" leaders. The recognized leader (professional worker, president of the PTA or civic club) is frequently too busy leading to discover new leadership among his followers. Hence, even the questioning of these leaders will bring meager results.

Perhaps the questioning of the smart politician would yield results, for he knows whose opinion is important to his neighbor. Upon such knowledge he depends for building his following. He knows of, and uses, the natural leadership in his district, whether or not he uses the term "leaders" to designate such persons.

Sharp observation, personal contacts and patience are essential to broadening the base of leadership. In Hickory Nut Valley, Dr. Bond took more than a year to find the men whose influence would carry their neighbors along. Dr. Mildred Morgan, in developing the family life program in Asheville, did a full year of "leg work" to find one hundred leaders who, in turn, helped her to find potential leaders in every agency interested in family life. (*New Dominion Series*, No. 104.) How do we find them? By looking for them and understanding their importance.

Help Them to Develop?

First we forget completely the it's-easier-to-do-it-myself attitude. Perhaps it is, but, in the long run, the more difficult task of enlisting the aid of many has infinitely more far-reaching results. Again, patience and sensitivity are essential to the job. Find where the new leader's strengths lie and give him a chance to use them. Many devices for training leaders are being used by organizations—the co-chairman, the apprentice, the protege. Some prestige leaders are trying to find ways of "lending" their prestige until the new leader becomes established. In a Southside tradition-bound community, the chairman of each of four committees agreed to take as co-chairman a capable young person to whom he would gradually shift the responsibility as he became accepted by the community. One of these chairmen was able to carry through. She demonstrated that it can be done.

The importance of the acceptability of a leader cannot be ignored and should not be. It must be recognized and built upon. At the Virginia Adult Education Conference last summer, Dr. Carl C. Taylor of the United States Department of Agriculture summed up this phase of leadership about as follows: "A leader must have a knowledge of processes and procedures. But these alone will not assure success. He must, above everything else, be persona grata. Find those potential leaders whom people trust and follow, then train them. We cannot begin at the other end. Even the leader from the outside *may win acceptability*. In fact, he must win it if he is to be effective."

Who Are the "We"?

And who are the "we" who have the responsibility for finding and developing leadership? The "we" includes every citizen who truly believes in democracy as a good way of life. Basic to that concept is widespread participation in, and understanding of, those matters that affect our lives for good or ill. In a democracy everyone is important; and everyone, to the degree of which he is capable and in his sphere of influence, must be ready and able to assume alternating roles of leadership and followership.

No, we do not lack leadership in our communities. But each of us must be eternally vigilant lest our communities fail to recognize their potential leadership and continue to deplore the lack of leaders.

"Of the best leaders
The people only know that they exist;
The next best they love and praise;
The next they fear;
And the next they revile.
When they do not command the people's faith,
Some will lose faith in them.
And then they resort to recriminations!
But of the best when their task is accomplished, their work done,
The people all remark, 'We have done it ourselves.' "

Home-Made Easter Egg Hunt

A "different" sort of egg hunt for Easter parties for young children is suggested in *The School Game Book*, by Margaret E. Mulac and Marion S. Holmes, published by Harper and Brothers, New York. This can well be used outside the classroom. Have the children who come to the party cut out Easter eggs from colored paper. These should be about one-and-a-quarter inches long and three-quarters of an inch wide and should be made from red, purple, yellow, blue and green paper. Also have them cut out rabbits, about one-and-one-half inches tall, from white paper.

When the children are out of the room, hide the Easter symbols *in plain sight*. Upon their return, divide them into teams and, on the signal "go," give each team a turn to hunt for the eggs for one minute.

When all the players have had a turn, let each child sort his eggs into color groups and keep his bunnies separate. These are collected by each captain and counted.

Scoring (announced after eggs are collected): each egg, red, three points; yellow, two points; blue, five points; green, four points; bunnies, three points; purple eggs are bad and take points (one for each egg) away from the total score.

After completing the hunt, distribute candy Easter eggs and jelly beans, placed in previously-prepared Easter baskets. Milk may be served in paper cups and can become "Easter milk" by adding a few drops of vegetable coloring. Cookies can be egg or rabbit-shaped or decorated with colored icing.

George-Anna Carter

A public opinion survey in Louisville

LOUISVILLE, Kentucky, the city on the southern shores of the Ohio River and nationally famous as the gateway to the South, also is gaining a national reputation as one of the nation's most progressive cities. Mayor Charles P. Farnsley, with the cooperation of T. Byrne Morgan, director of parks, and William A. Moore, superintendent of recreation, has done a commendable job of educating citizens along recreation lines.

Proof that they were awakening to the fact that playgrounds were a necessity and not an extra frill was shown statistically in the Elmo Roper Survey instigated by the Mayor in 1948. The purpose of the inquiry was to determine public opinion concerning taxation and to discover what civic improvements were most desired. Questions on how well the public felt that certain civic functions were being performed were also included.

Results of the survey showed that next to a demand for the improvement of faulty road conditions, the most fervent desire was for an increase in the number of parks and playgrounds. The question concerning provision of recreation opportunities squarely faced the issue, as follows: "Do you think your city government is doing as good a job as it can, under the circumstances, in providing recreational opportunities like parks and playgrounds where children can play safely, or do you think that it should be doing a much better job?"

Responses to this question were analyzed according to sex, economic level, district and political party. Of the males interviewed, 37.6 per cent thought that the city government was doing as well as it could; 53.0 per cent thought that it should do better; 9.4 per cent didn't know and gave no answer. Of the women interviewed, 33.8 per cent thought that the city government was doing as well as it could; 53.4 per cent thought that it should do better; and 12.8 per cent didn't know and didn't answer.

As in previous surveys made in the Louisville area by the Roper organization, 1,013 persons were interviewed between April 27 and May 5, 1948. In order to insure an accurate cross-section, a certain number of interviews were assigned to each of ten separate districts. These interviews were distributed according to the population residing in those districts and, within each district, quotas were assigned according to the sex, age and race distribution shown by the 1940 census.

Interviewers moved diagonally across each district, working from the northwest corner to the southeast corner, calling at every third house until they had filled their quotas. Only people who resided in the dwelling units visited by the interviewers were regarded as respondents. No call-backs were made to find people not at home on the first call; instead, the interviewers followed a prescribed system of substituting a second dwelling unit in place of the first when no eligible respondent was found.

The survey showed that, according to economic level, fifty per cent of those in the two highest income brackets believed that city recreation opportunities were adequate; while of those in the lowest income bracket, only 30.5 per cent were satisfied with conditions. Of those in the middle income bracket, 36.5 per cent felt that conditions were as good as they could be. This shows, beyond a doubt, the increased need for recreational opportunities for families of the middle and lower income groups.

When surveyed according to districts, the facts again repeated themselves. Those in areas where most residents were in the middle and lower income brackets felt that conditions were not as good as they might be. In the uncongested areas, such as Crescent Hill and the Highlands, 50.8 per cent felt that recreation conditions were adequate. But in all districts, whether of a high or low income group, close to fifty per cent believed that recreation conditions could be better.

In the analysis according to political party, 37.6 per cent of the Democrats thought that conditions were as good as they could be, along with 32.4 per cent of the Republicans and 38.8 per cent of the Independents. In all three groups, over fifty per cent believed that conditions could be better.

Interviewees were given a list of civic projects from which to choose those they would most like to see accomplished. As mentioned before, the public preferred, next to the improvement of city streets, an increase in the number of parks and playgrounds. Thus the Roper survey helped to "feel out" public opinion two years before the bond issue for city improvements, costing $13,350,000, and including $1,500,000 for the city parks and recreation program, was passed on November 7, 1950.

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Ruth Radir

A New Camp FOR THE HANDICAPPED

a cooperative venture of college departments and state agencies

LAST SUMMER, new in the state of Washington, was a camp for handicapped and other teen-age boys and girls. At beautiful McDonald Point on Lake Coeur d'Alene, in a wilderness reached only by boat, these youngsters had a chance to rough it and have all the fun of outdoor living. For three weeks they worked on camp construction projects, learned at first hand about our natural resources, developed skills in handcrafts, planned and led campfire programs.

Sponsored by the Agricultural Extension Service of the State College of Washington, in cooperation with the Washington Society for Crippled Children and Adults, this new venture was financed, in part, by Easter seal funds and by funds, personnel and equipment provided by the college. Roger Larson, physiotherapist of the physical education faculty, was administrative director. Ruth Radir directed the preparatory workshop for teachers and served as program director in camp.

Counsellors Plan the Camp

Counsellors were teachers from all parts of the state who enrolled for credit in the workshop in camping, which was a regular part of the summer session and administered by the School of Education. In five weeks on the campus, the group decided what they really hoped to do for the crippled children, planned the camp program and became a working team, ready to make this pioneer venture a new experience. They decided that the main purpose of the camp would be to contribute to the growth of boys and girls through democratic living out-of-doors, under guidance. One of the teachers, herself a cerebral palsy case, was invaluable in helping to prepare the others for their work with the handicapped.

The State Game and State Forestry Departments and the Eastern Washington Historical Society cooperated in helping teachers to understand the natural resources of the Coeur d'Alene region. The director of student counselling, the geology, art and industrial arts departments and the college library gave instruction and special facilities to the group. Campfire and 4-H clubs made possible a field trip which helped teachers in understanding camp problems and opportunities. Through the efforts of service clubs, welfare agencies, county health workers and county agents, handicapped boys and girls were enrolled from all parts of eastern Washington.

The Campers

Since this was not a treatment camp, it was felt important for social growth to have "normal," as well as physically-handicapped, youngsters. Ten of the twenty-three boys and seventeen girls who came to camp were free from crippling conditions. Only four of the whole group had ever camped previously. Thirteen were cerebral palsy cases; others were post-polio and post-operative cases of various types. All were ambulatory and were acceptable in the schools.

With boys and girls who had none of the traditions and program of some kind of club work to bind them together and no previous association such as school camping affords, the big job in camp was to develop a group spirit. During the first evening around the campfire, not more than ten joined in the singing. On the day we left camp, the boatman reported that each boatload had sung all the way across the lake. Counsellors and directors, through examples and ways of working, emphasized helping each other. If Camp Manitowish was characterized primarily by one thing, it was by this spirit of helpfulness.

F aided W to hop down to the beach to swim. A was always willing to go to the cabin for M's jacket or to serve her plate at the table. Almost never were quarrelsome or angry voices heard. Nearly any hour of the day, as we listened to judge how things were going, around the crafts tent could be heard the happy hum of boys and girls contentedly at work.

Enthusiastic reports from parents tell us that the friendliness and acceptance of their children meant a great deal. "She did gain confidence and more, felt that she was wanted and included in things," writes one mother. She adds: "T does seem to fit in better and take more interest in her work." Another says of her daughter, who is a cerebral palsy case, "It is just another step in her life to help put her on an equal footing with her friends here at home." A father thanks us for showing his son the most wonderful time he ever had. "It meant a great deal," he adds, "just to have the boys and girls act friendly toward him."

The Program

Accent in camp was upon the individual growth and development of

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boys and girls under guidance. The only regularly-scheduled activities were meals, rest hour and swim periods. Those who were slow in dressing, walking or speaking were thus free from the pressures of a rigid program. Counsellors and their groups planned their activities for the next day.

Planning was as much a part of the program as campfires or swimming. As boys and girls set up their own goals and moved, each at his own pace, to complete what they had undertaken, there was a lovely relaxed feeling in camp. Freedom of choice resulted in the campers' adapting activities to their own individual ability.

When opportunities arose, this simple schedule was interrupted. One day the log boom came slowly past camp, taking three days for its thirty-three mile trip from the south to the north end of the lake. All the boys and girls were ferried out to the tugboat in the outboard motor boat. There the captain told them about the source of the timber, how the logs were fastened in the boom and about the fuel used for the trip. Most thrilling, perhaps, was the sight of the boom-men walking the cable from the tug to the boom.

Our own wood supply consisted of tamarack logs floated across the bay. These were sawed on the beach into firewood lengths and then we would have a "log-rolling" contest. Everyone, even the smallest and the most severely handicapped, rolled one or more logs up the long walk to the dining hall. Some pushed as many as eight. All contributed in some such way to the work and to the beautification of the camp grounds.

Someone found a turtle, so a group decided to make a "natural" museum, as they called it. One of the men, with his boys, began digging to make a pool for it. A day or so later, two of the older boys were helping to lay flat stones. The next day, on their own, they were mixing concrete, adding coloring and pouring it. They found that the pool did not hold water, so some of the girls, with their counsellor, brought buckets of pebbles up from the lake shore. Boys and girls together set in stakes and put up a wire netting. At last the museum was ready for the turtle; but he promptly dug himself under the duff since he was a land turtle. So the pool became temporary quarters at times for fish.

First Time It Ever Happened

Camp was thrilling because of so many "firsts." M, with cerebral palsy, could stay afloat on an inner tube but could get to her feet only if helped. Gripping her counsellor's arm, she looked up with triumph. "First time I ever went swimming," she said. G walked with his weight so far forward that gravity was always getting the better of him. He would look up laughing from all but the worst tumbles. When we had a wienie roast, he was helped to get his wienie onto a stick. "First time," he said in his slow and difficult speech, "that I ever cooked over a campfire." Another boy with cerebral palsy was elected president of the camp council. A brilliant boy, he conducted his first meeting like a veteran. After it was over, with shining eyes and speech even more obscure because of emotion, he said, "First time I ever got to be a leader."

Leadership Grows

To develop leadership ability was one of the goals the teachers had set up in the workshop. The anecdotal records show that we did move in this direction. N, for the first week in camp, wandered about showing almost no interest in any of the exciting activities going on. Self-conscious about his congenital foot deformity, he would not even get into a swimsuit. Elected to the council by his group, he was against everything, but always retreated into, "Oh, it doesn't matter what I think." When he showed some interest in stunts one day, the council appointed him leader for the evening and, with

Accent was placed upon individual growth and development. Arts and crafts were popular activities, but no regular program schedule was set. Thus children slow in dressing or in walking were freed from pressure.

help from one of the staff, he was a great success. Later he made announcements for the Sunday morning service. Finally, he had the courage to go swimming and made considerable progress.

Then there was H, who came from a family of twelve living in two rooms and who had already been in three different foster homes. She voiced her own estimate of herself the day she arrived. When her attention was called to a life-sized papier-mache black sheep which one of the counsellors had made, she mumbled, "Then there are two of us." "We *like* our black sheep," she was told. Her one interest during the first few days was fishing; and fish she did, regardless of efforts to interest her in something else. On the fourth day of camp, however, H began to respond to our efforts. She came down the walk, slippery from rain, with a sign that she had made during the rest hour. "Do not run on walks," it said. She put it up, aided by one of the boys. Soon she became interested in handcrafts and made a ring toss game. She frequently sat at the head of the table and served, and was a willing "hopper." Her choice of costume at the costume parties revealed her masculine identification. Generous and kindly to other boys and girls, at times she was a difficult cabin mate, shirking her duties. Yet she did learn to do a good job as someone worked with her and gave her recognition.

Roughing It

Each group had a chance to go on an overnight camping trip. Those unable to walk the few miles put on life preservers and went to the campsite by rowboat. In preparation, each group planned with its counsellor what food to take and the equipment necessary. All took part in packing food and duffle. For most of the campers, sleeping under the stars and cooking over a campfire was another "first." Upon their return, their adventures were reported at dinner.

An Annual Event

All who visited camp feel sure that it will be an annual event. The benefits of sunshine and free play in the water were, in themselves, convincing of the worth of camp life for the handicapped. As a cooperative venture with state agencies, organizations and various departments of the college working together, it was rewarding to all concerned. As an opportunity for teachers to prepare themselves to work in the state's growing school-camping program and to understand the handicapped, it was unique. Most of all, it succeeded in providing the handicapped with further help on their difficult road to adjustment.

Everyone helps. Here one of the sponsors of the party receives small assistance. Five thousand plastic eggs containing whistles were hidden in park, waiting to be found by eager youngsters during mid-morning Easter search.

FROM REPORT *of the Syracuse Recreation Department, New York.*

WHISTLING EGGS

The biggest thing during Easter vacation in Syracuse, New York, is the Easter Monday Egg Hunt, conducted by the city's recreation department. Last year, nearly five thousand youngsters and a liberal number of adults converged upon Burnet Park to seek out hidden eggs and win prizes.

A Syracuse real estate firm sponsored the 1950 event, providing some five thousand shiny whistling Easter eggs and other awards. Gaily-decorated Easter baskets were given youngsters who found specially-marked eggs.

Helping the youngsters to have a good time were members of the Marine Corps' Tenth Tank Battalion, volunteer workers, park police and recreation leaders. The basic preparation of the Burnet Park area for the egg hunt was done by the Syracuse Department of Parks, assisted by the Department of Public Works.

Even a steady rain failed to dampen the enthusiasm of the eager youngsters who started gathering early for the mid-morning search. The affair was such a success that it is on its way to becoming an Easter tradition.

The call of close harmony

Walter Jay Stephens

The new rage is an old story—or, rather, an old song! Good old barbershop quartet harmony of the Gay Nineties is back again, thanks to the Society for the Preservation and Encouragement of the Barbershop Quartet Singing in America, Incorporated.

The traditional barbershop quartet sprang from the grass roots of America and is going strong again today. In the days of gaslight and shaving mugs, it was a sporadic, unorganized expression of masculine delight in harmonizing. Today the barbershop quartet movement reaches from coast to coast. Hundreds of chapters have sprung up in almost every state and in Canada, as well. Men in every occupation have responded to the close harmony call and find Gay Nineties tonsorial parlor singing excellent recreation at the end of a busy day. It is an ideal hobby for any man who loves music and who gets a lift out of being part of a chord.

Quartet harmony is produced by four voices unaccompanied by an instrument. Rules of time and words are frequently sacrificed to obtain more blending harmony, but there is usually at least one harmonizing chord on each melody note—sometimes as many as five (called "swipes") occur.

The melody is most often sung by the lead, with the tenor part (comparable to high alto) sounding above the lead. Baritone and bass round out the parts. Although melody notes may be traded around, the lead usually carries them. Sometimes he will sing a few solo notes, with the others joining in on succeeding chords.

After nationwide contests during National Music Week, quartet winners have competed for high honors in the big Anniversary International Quartet Contest, the five top winners usually broadcasting over a national network and a Canadian broadcasting system. The good fellowship and mellow tones of the SPEBSQSA are becoming known the world over.

This activity of the gaslight era, with its fine sentiment and charm, is starred in New York City annually during June when, under the sponsorship of the park department and the *New York Mirror*, the bandstand on the Mall in Central Park becomes the biggest little barbershop in the metropolis. An audience of approximately 25,000 persons gathers to hear the five best amateur quartets give the Gay Nineties songs the once-over-lightly treatment. Elimination contests are held the previous week.

General view of stage setting, with Police Department Band, shows bandstand as the biggest little barbershop in the metropolis.

At the big event last summer, the Police Department Band gave instrumental versions of songs popular during the turn of the century; a sixty-man chorus of the Manhattan Chapter of the SPEBSQSA offered vocal variations under the direction of J. Baily Harvey; and a number of outstanding guest artists rounded out the fine program. In the rig of yesteryear—gray suits, winged collars, side whiskers and straw Katy's—Brooklyn's Vanderveer Four became top winners after a warm, rich rendering of *Old Time Medley* and *Fuzzy Rag*. Their encore was another old-time medley of some of America's great songs.

Following the contest and entertainment, the audience, in a nostalgic mood, was led by Mr. Harvey in singing ballads typifying the era "when you and I were young, Maggie."

Brooklyn's Vanderveer Four, winners of the Sixteenth Annual Barbershop Quartet Contest held annually in New York City during June.

Dr. Grace L. Coyle

THE GROUP WORKER IN THE RECREATION CENTER

As RECREATION has come to be a recognized part of the family of community services, receiving extensive public and private funds, employing a considerable body of workers, professional and volunteer, and established as a necessary provision of public-spirited communities, it was inevitable that workers who are putting their energy and abilities into making these programs as effective as possible should begin to look closely at how it should be done. The first result of this interest in the early part of this century was a new emphasis upon recreation activities. New sports were invented in this period; arts and sciences were adapted into forms appropriate to the interests and abilities of amateurs; camping, winter sports and outdoor activities expanded enormously. The rise of youth-serving agencies, especially in the decade between 1910 and 1920, meant also the creation by several organizations of a complex of such activities into nationally promoted programs. All of this meant that those who worked at others' play quite naturally were focused upon the preparing of recreation workers equipped with recreation skills to develop the expanding programs under both public and private auspices.

Another strand of thought and effort began to show itself during the 1920's among those employed in recreation organizations. It became clear that it was not only the recreation activity which had significance to those who came for fun, relaxation or various kinds of education. We began to see that of equal, and sometimes of greater, importance to the participants were the satisfactions they received from the human relations which ran in and through the activity. Along with this came the increasing realization that to help people enjoy themselves, we must penetrate below the surface of activity into its meaning for them. Only then would we make the experience more enjoyable and more valuable to the community. It is from this latter strand of thought and effort, and its resulting conclusions and methods, that there has developed the approach or set of methods known as group work.

This same attempt to understand people with the help of the new knowledge available in psychology and mental hygiene has also, in this same period, been affecting educational methods in schools. It is modifying the practice of medicine and medical education through the emphasis on psychosomatic illness and the better understanding of the emotions. It is transforming counselling and other social services. All of this indicates that a new kind of "know-how" has come into being and the application of it to recreation would, we believe, make it both more satisfying to people and more valuable to communities.

It has sometimes been said that public recreation dealt in such large numbers of people that it could not use a method whose focus was upon small groups and upon the individuals in them. I had heard this many times from people in both public and private agencies. I will never forget my surprise the first time that I spent an afternoon in a public recreation center. In one room was a sewing class of ten girls; in the gym a basketball game was in progress, with a scattering of onlookers around the edges; in a game room twenty or so boys played table games; the crafts shop held its quota of fifteen. As we went from room to room, I realized how familiar this looked. Whatever the masses of figures in statistical reports, here, too. were small groups of people who knew each other and no doubt came partly to be together as well as to learn a skill or play a game. That afternoon made clear to me what I had suspected: that what we know or can learn about how to make such groups more enjoyable and more fruitful to the people in them can be used under public, as well as private, auspices. It doesn't matter at this point who pays the bill; what matters is who leads the groups.

I have been asked here to try to state the significance of this development of the group work approach for the field of recreation. Many recreation workers are already familiar with it; others, who perhaps do not think of themselves as group workers, have used intuitively many of these same methods. Still others in the field of recreation regard it perhaps as the product of a little group of serious thinkers who talk about familiar situations with a new lingo and have produced somewhat hifalutin' notions for dealing with them. Perhaps the best way to make clear what group work means would be to take a concrete

> *". . . The dividends of sound recreation lie in citizenship education, improved ability to express one's self and confidence in presenting views, faith in the democratic process, education of tastes, discovery of talents and appetites for work, joy in associating with people and an understanding of human nature."—G. Ott Romney,* OFF THE JOB LIVING, A. S. Barnes Company, New York, 1945.

AUTHOR *is professor of group work in the School of Applied Social Sciences, Western Reserve University, Cleveland.*

situation in which either a public department or private agency begins to employ group workers. How would such people, if properly trained and competent, approach the job? At what would they be aiming? How would they go about it? How would they evaluate their success or failure?

I presume that the first job of any newly-employed group worker would be to find out the general characteristics of the area in which he was going to work. He would want to find out its nationality and racial make-up, its age and sex composition, its economic level, its resources for recreation and the other community agencies functioning in it. He would do this primarily because such knowledge gives him clues to what people will want in the way of recreation, but also because he will think of himself as one in a cooperating team of public and private agencies. He would then be in the position to ask the first question in regard to the program he was planning to develop. He would begin by asking: What are these people likely to want in the way of recreation? What is needed to fill in gaps? What is appropriate and familiar to people of the kind living here? To find the answers to these questions, he would not merely sit in an office and dream up a schedule of activities on some general pattern, which he would superimpose upon an area. He would begin to talk to people, to get their advice if he could, to observe the things people already are doing, to consult with school officials, other agency executives and perhaps the policeman or the local political leader. If he is a competent group worker, he will recognize, of course, that behavior speaks louder than words. People often cannot tell exactly what they would like, but they give evidences by the way they behave. The gang of vandals who are defacing the public school building, the despondent old people who sit in the public parks on warm days, the groups of adolescent girls who frequent the corner drugstore—all convey their suggestions to an imaginative worker as forcefully as the committee that waits upon him, asking for a basketball league or the women's club that loudly requests a millinery class. By whatever means he can discover it, the group worker will aim to begin his planning by discovering what people want and he will constantly check results to see if he has interpreted correctly what they say by their actions as well as by their words.

Having reached a tentative idea of what the people want, the group worker then begins to plan program, having at hand a great variety of tools. The group worker is likely to think always in terms of what kinds of groups people may want as well as what kinds of activities they desire. He will regard social clubs, interest clubs, such as choral societies or stamp clubs, classes and interest groups, teams, representative councils and committees all as tools to be used according to the desires and needs of the participants. It is not possible, in this short article, to point out the different social experiences available to people through these various types of groups. The intimacy provided in the small self-chosen club, the experience of self government in councils and committees, the opportunity for the learning of desired skills in the class, the combining of learning and sociability in the interest clubs, the experience of close cooperative effort on a team—these and other experiences available in different types of groups will all enter his consideration of how to set up his program. If he is a well-equipped worker, he will be equally aware of the kinds of activities people may want. Games, sports, cultural arts, discussion groups, camping and so on are the other half of his program considerations. With these two, he weaves a kind of plaid, a variety of groups with a variety of activities—each geared, so far as he can discover them, to the interests of those participating.

As program gets under way, the group worker, whether he is working directly with a group or supervising others, will have in mind certain guides by which he will evaluate what is going on. His first test always is what is happening to the people through this experience. This means that he does not make attendance his only concern, although, obviously, he will need to keep accurate statistical records and will work constantly on building up his program. More important, he does not evaluate any group primarily in terms of its product, its ability to win games, for instance, to produce ceramics or to put on a highly finished play. Rather, he keeps his focus always upon what this experience is meaning to the people participating. To this experience, both the activities and the relationships between people contribute. There is what a psychiatrist has called recently, "a language of activities" which we need to understand. Activities have much more meaning in them than merely the attainment of skill. For example, in early adolescence, the true significance of some activities—such as athletics for boys or dancing for girls—may be found in the contribution

Happy, small group activities are a usual sight in the community recreation center.

which they make to the maturing personality seeking to express and integrate its masculine or feminine role in society. To the small child or the disturbed hospital patient, the use of clay through ceramics classes may release deep tensions and provide acceptable outlets for pent-up aggression. The contribution which dramatics and puppetry can make to the exploration of life situations and the clarifying of confusions within the self is only beginning to be understood. The real evaluation of such activities by the worker depends not upon the quality of the pottery or the finish of the play, but upon their significance to these particular people.

The group worker will be especially aware of the quality of interaction between the people. He will see the purpose that holds them together and its

meaning to various members, the way they exercise control over each other and so learn to govern themselves, the subgroups within any large group and what binds them together. He will be conscious of the leaders and their followers, the group spirit and the climate of friendliness or hostility that permeates all the activities. As he sees this flow of activity and the simultaneous personal interactions, the group worker's concern is that each individual may find in it the enjoyment for which he came in a way which will contribute to his total life adjustment and, through him, to a better community.

A group worker is likely to be particularly aware of those people who indicate, often by their behavior rather than by words, that they are not able to enjoy the usual activities in constructive ways. The shy child on the playground who is constantly rejected by his mates, the bully on the team or the thief in the lockerroom, the dominating woman who can take part only where she can control—are all giving evidence that they need special consideration. It is no answer just to exclude them from the center. This transfers their activity elsewhere and may be a relief to a harried and busy worker, but it is of no help to them. It is true that, in some cases, such people are too disturbed to take part with others in regular activities and need to be referred to an agency or a clinic. Often, however, skillful leadership which understands the basis of behavior can help to turn such destructive tendencies into more fruitful directions through the group activities and the relationships available in them.

In addition to these questions about what the member of the class, team or club is getting out of it for himself, the group worker is likely to ask also, as he tests his own program, how this is contributing to the community that established it. There are, inevitably, certain by-products which affect the community in the way people spend their spare time. Here, again, it is possible to mention briefly only a few which the community might expect. One of the most obvious, and one often emphasized by writers in the field of recreation, is the effect upon the level of taste and the leisure-time habits of our population. The quality of our civilization expresses itself, in part, in what people do voluntarily as recreation. This, in turn, influences our educational system, our government and the basic values of our people. Levels of musical taste, the skill of our sports and games, the fair play and concern for others learned on a playground, the intellectual interests about public questions developed in leisure time are all expressions of American culture. Group workers, as well as other recreation workers, are concerned that recreation should contribute to more appreciation of the higher levels of skill and taste, to honesty and fair play and to more responsible citizenship by all our population.

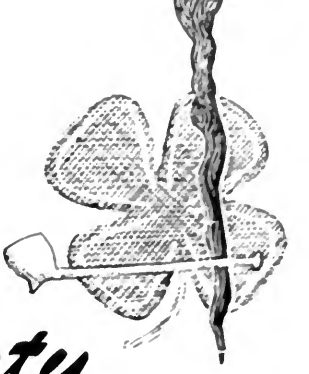
One of the most important contributions to the general community which the group worker believes can be made through his program is the experience in democratic methods of controlling affairs of importance to the people. If they have a chance to determine their own program, either in recreation centers or within small groups, it provides a seed bed for self-determination and the habits of democracy. That is why group workers are opposed to superimposed programs—however well-organized they may seem. They not only are unlikely to fit the needs of the people involved, but they take from them the right to make their own decisions. It is only as they exercise that right in various parts of their lives, at home, in the church, in recreation, in various organizations, that we develop as Americans the sense of responsibility and the experience of running our own affairs. The more recreation groups provide such opportunity for self-determination—as in self-governing clubs or representative councils—the more this valuable by-product is made available to the community.

In our diverse communities with all their different nationality, religious and economic groupings, recreation activities also can contribute a good deal to mutual appreciation and the elimination of group tensions. This is not done just by proclamation or the good intentions of the recreation workers. Group workers have given much attention to how groups can be formed and carried on to create better feeling, for example, between nationality and cultural groups, or high and lower-income parts of the community. A group worker is likely to believe that it is our responsibility to the community to use the opportunities afforded in such activities to encourage and promote democratic attitudes. This is often done more effectively by the experience of working together on common recreation interests than by direct discussion or so-called intergroup education.

It may well be felt at this point that we are making undue claims for the group worker. We are all too well aware that more knowledge of results is needed, that more skills must be acquired. Research in this area is really lacking. Perhaps our greatest contribution lies in the combination in the recreation worker's skill of the knowledge of appropriate activities with the understanding of the individual and groups drawn from the developing body of knowledge about human behavior. As we learn to do this, we get a new insight into behavior in school, at home, on the gym floor or in the crafts shop. We learn, too, to understand and use ourselves on the job. From these insights and the skills which grow out of them, we can, we believe, make recreation and leisure-time education more satisfying and enjoyable to the participants and more valuable to the community that establishes our services and supports them, both public and private.

CHANGE OF ADDRESS: Send your new address at least thirty days before the date of the issue with which it is to take effect. Address: Recreation Magazine, Circulation Department, 421 Fifth Avenue South, Minneapolis 15, Minn. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

Sure we're having a party on March seventeen!
Can't anyone come less he's wearin' the green.
So put on a shamrock! Go get your colleen.
Stop lookin' around. 'Tis yourself that we mean!



St. Patrick's Day Party

WHEN THE CROWD arrives, if you don't watch out, they'll gather in their usual little cliques; but you can prevent that! Last March, at an institute in Pennsylvania, we saw a clever stunt designed for this purpose.

Before the people entered the hall, they had to pick a shamrock from a box held by one of the committee members. Upon each shamrock was printed a typically Irish family name—O'Brien, McEnaney, Kelly, Murphy and so on. The guest assumed that name for the night, pinned his shamrock upon his lapel to let everyone know who he was, and—like all good Irishmen—immediately started looking around for his relatives. In this way the group was divided; long-standing cliques were abolished; and the tone of the party was "set."

At this particular occasion, a banquet, there were larger editions of these same shamrocks placed at proper intervals along the tables. The O'Brien family sat together in the section designated for them, and the Kelleys and Murphys did likewise.

At any occasion other than a banquet, this same plan could be used to divide the group into teams. It could also be used to put together square dance sets—provided that there would be only eight in each "family." Some arrangement would have to be made in this case so that, insofar as possible, there'd be an equal number of men and women in each set. Separate boxes at the entrance, with someone checking to see how many men's and women's shamrocks were drawn, might help. White clay pipes, pasted upon the shamrocks for the men, might also help in designation. At the same time, this would serve as a constant reminder to the women who might have to take men's parts for the evening.

If it were an all-girl party, and the participants wanted to play singing games, dance, enjoy musical mixers or any other activity that required partners, the entire group could be divided before they entered the hall. The cards or shamrocks drawn from the box might say "Cut-Glass" or "Lace-Curtain." The Cut-Glasses could take the men's parts and the Lace-Curtains could take the women's.

At the Pennsylvania party, one of the highlights of the evening was impromptu entertainment provided by the "families." Under the direction of the master of ceremonies—who was dressed in a policeman's uniform and spoke with a thick Irish brogue—each family put their heads together and planned their part of the program. Some families sang Irish songs—*Mother Machree, My Wild Irish Rose, McNamarra's Band, Who Threw the Overalls in Mrs. Murphy's Chowder?, When Irish Eyes Are Smiling, Too Ra Loora Loora* and many others which kept the party as Irish as Paddy's pigs!

And, speaking of pigs, reminds us of the novel hog-calling contest that also was held at the party. As each family was called upon, it presented its stunt either as a group or through some of its members. When the Murphys were called, Mr. Murphy rose and announced that he would like to conduct a hog-calling contest. He then asked the head of each family to come to the front of the hall. The families had a little trouble deciding who was the head! In one case, it was a woman!

Mr. Murphy lined the contestants up and gave each a turn at hog-calling. Some of the men really tried hard. They cupped their hands around their mouths, took deep breaths and called at the top of their lungs. "Here, sowie, sowie, sowie." The lady head of the family, in her turn, took down the house by leaning over, snapping her fingers and calling gently, "Here, piggy, piggy. Here piggy."

"The Irish Jig," "The Irish Washerwoman," "The Irish Potato" all have a place at your St. Patrick's Day Party. Games involving the leprechaun, kissing the blarney stone, the harp can all be used.

Signs of "Erin Go Braugh" can decorate the entrance or the hall. Aside from putting plenty of green everywhere, there are many things which you can do to keep your celebration from being just another party. Streamline some of your old standbys in games and fit them into the theme of the day.

Begosh and begorra, plan a *real* St. Patrick's party!

Rhythm activities in the recreation program

Anne Livingston

NOTHING IS SO universal in appeal as music. Impulse almost compels a human being to respond to a well-marked rhythm with physical movement. Rhythm is older than language and is characteristic of all folk music, both songs and dances. The savage does not preach his religion; he dances it.

Interpretation of music through bodily expression may often furnish release from the tensions and strains incidental to modern life. Study of the various rhythmic patterns offers a fascinating experience. Listening, humming and finally interpreting with simple movements is an accepted way of learning patterns. Joyous experience, outlet of emotion and creative activity are some of the worthwhile results of participation.

Simple melody and clearly-defined rhythm make the strongest appeal to children and to any who are uninitiated in the study of music. Rhythm bands can act as springboards to active participation in other forms of musical expression and definitely should be a part of our recreation program. They can be used with children, teen-agers and adults—and can be very helpful in hospital recreation and other similar projects. Educationally, participation in rhythm bands offers:

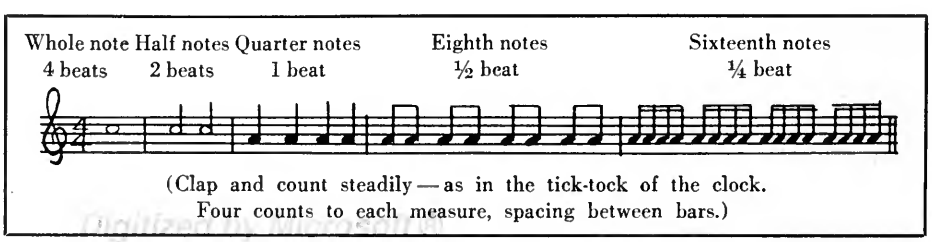
1. Experience in united action.
2. A means of musical expression.
3. A means of learning to feel accent strongly—such as the beat of time.
4. A means of learning to sense meter—that is, the difference between two-part and three-part measures.
5. A coordination of mind and muscle.
6. A means of following the conductor's direction, of reading an orchestration and thus preparing the participant for real orchestral and band experience.
7. An introduction to music which creates the desire to learn more of music.
8. Fun for all ages.

Teachers are sometimes asked how this widely-known activity obtained its name. To those who are acquainted with it, it is known as a toy orchestra—not because it is purely for entertainment, but because it follows, on a smaller scale and in an easy and simplified form, the ensemble procedure of a regular, grown-up orchestra. It is now recognized by authorities as an important part of a child's education since it develops rhythm, makes for better concentration, teaches teamwork, encourages and stimulates appreciation of good music and develops grace. No person can be graceful unless he has developed a sense of rhythm. A toy orchestra is especially adapted for the lower grades in grammar schools, but also is now being used by grownups for recreation purposes.

As a carry-over, there is a *Toy Symphony* written by Hayden, which can be used by teen-agers and adults. It is the last work in toy symphony literature and was written some two hundred years ago, which shows that this activity is not new. This classic was scored for cellos, violins and piano but, recently, Professor O'Shea, director of music for public schools in Boston, added a supplement for voices in two-part harmony. This makes possible a larger participation with some forty voices in addition to regular instruments.

The following simple steps to fun with rhythm bands have been prepared for the recreation leaders who are interested in conducting recreational music activities. These have been written with the objective in mind of supplying a simple technique and system for many leaders who have not had formal musical training.

First, let us consider the value of different notes as to time in 4/4 tempo.



(Clap and count steadily—as in the tick-tock of the clock.
Four counts to each measure, spacing between bars.)

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Method of Playing Each Instrument

Drums: Right hand holds stick palm downward. Left hand holds stick palm upward with handle of stick passing between thumb and index finger and third and fourth fingers (fingers curved). Strike with arms and wrists relaxed. (Sticks go up—down.) For small drum (size of tambourine), hold handle in left hand and strike in center with stick held in right hand.

Cymbals: Hold by handle with left hand and strike edge with stick held in right hand. For *clash* effect, hold cymbal in each hand and strike together with an up and down graceful swoop of arms.

Triangles: Hold by string with left hand and strike on the middle of the outer edge of one of the long sides with metal beater. "Roll" or "trill" effects are obtained by placing metal beater inside triangle and striking all corners with fast circular motion.

Tambourines: Hold by rim with one hand and strike with base of palm of other hand. This is better than striking with knuckles as there is no danger of injuring instrument. For roll effects, hold tambourine high (level with head). Turn hand fast to the right and back.

Bells: Hold in right hand and shake once. For roll effect, shake several times.

Clogs: Hold in right hand and strike against palm of left hand. For roll effect, shake.

Sandblock: Hold by handle (one in each hand) and rub together.

Tone Block: Hold in left hand and strike over hollow section with stick.

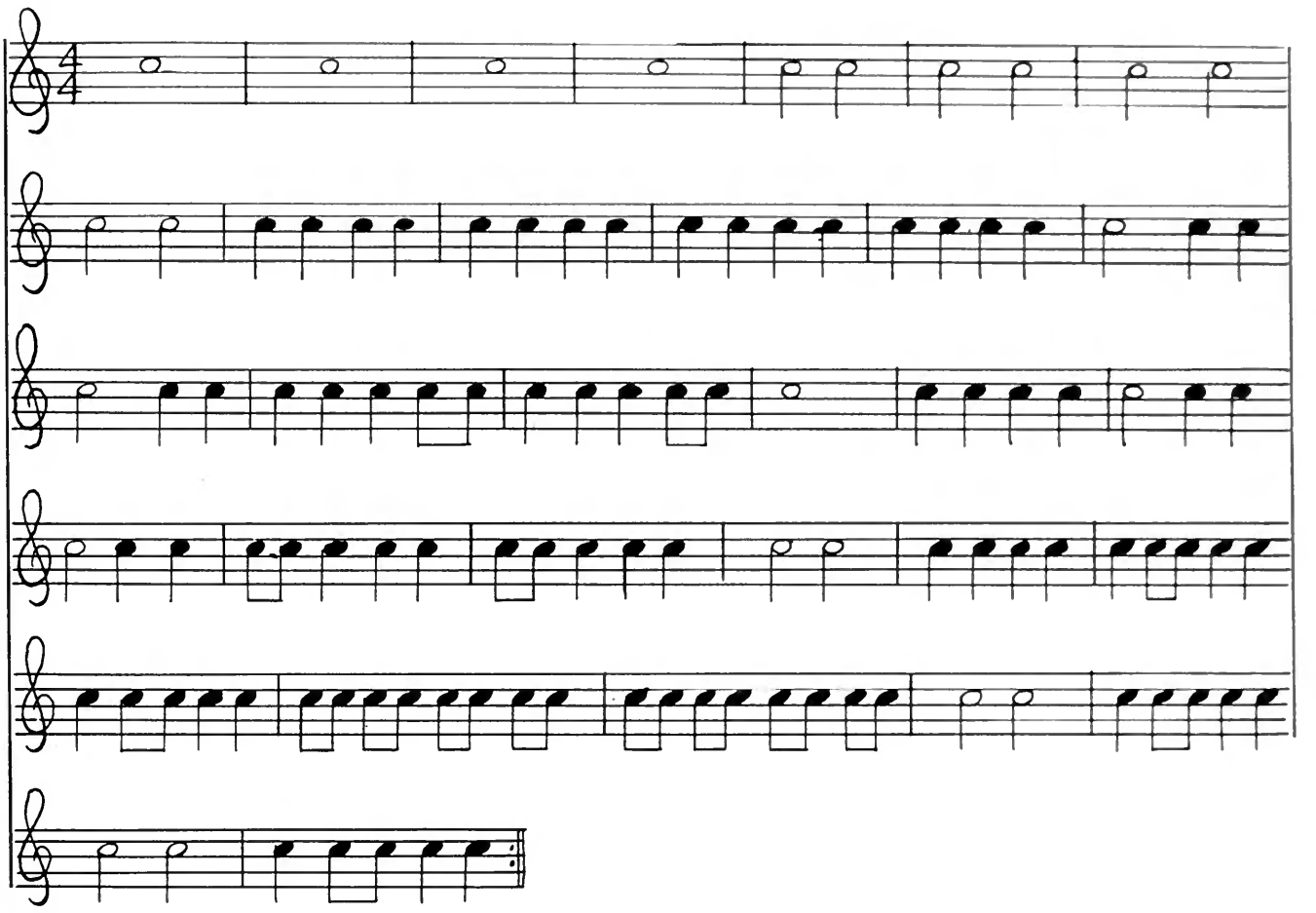
Sticks: Hold one in each hand and strike together.

Baton: Hold in right hand and use the simple down-up movement during the first few lessons. All play instruments when the baton comes *down*, at its lowest point.

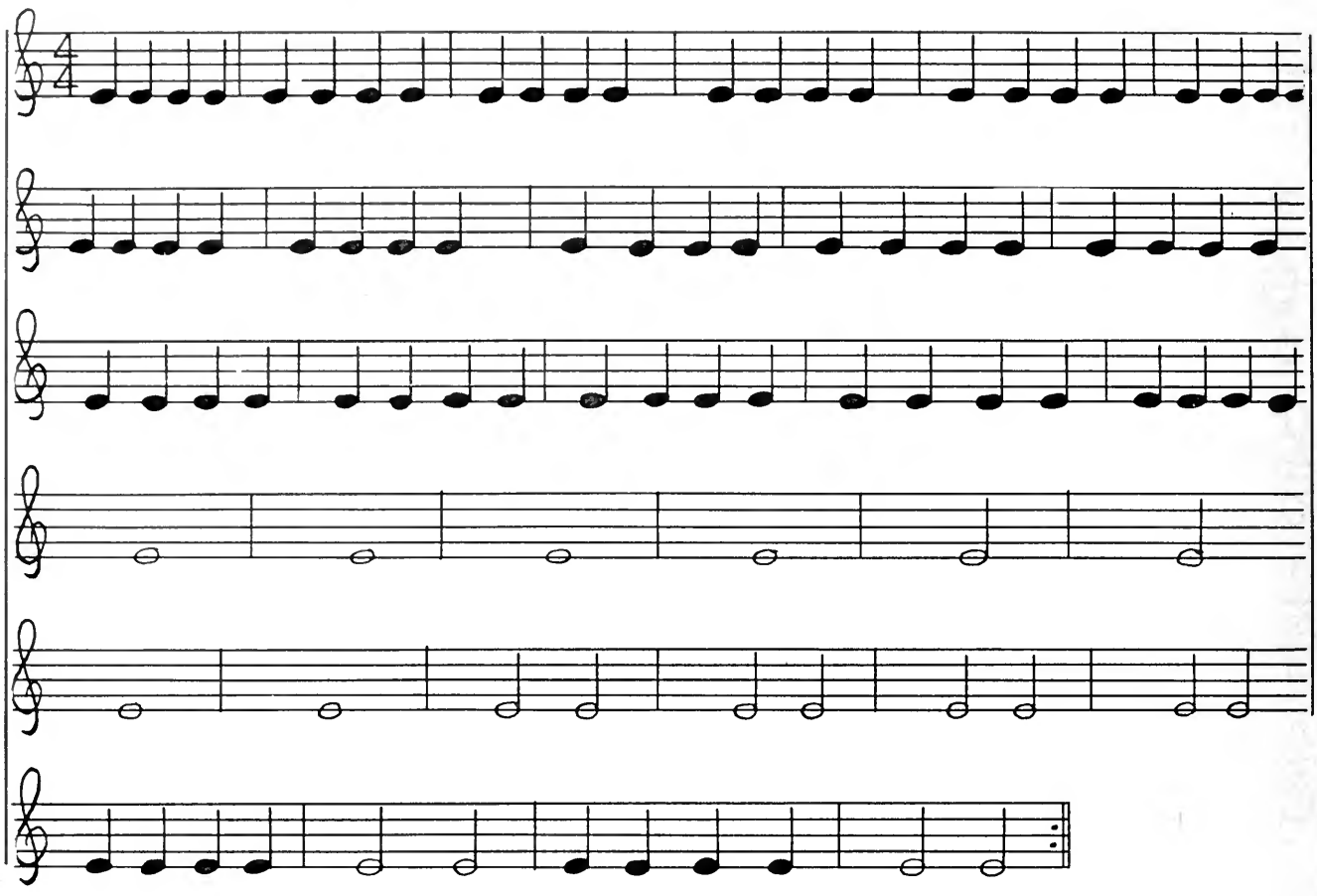
Play Rhythmic Pattern Number Two on the following with rhythm instruments: (Music: Piano or singing—*Glowworm, Amaryllis, Anchors Aweigh* and so forth.)

Home-made instruments or those purchased may be used. Also try getting interesting effects with water glasses, jugs and other sound-making objects.

Rhythmic Pattern Number One. Clap and count aloud.



MRS. LIVINGSTON *has been a member of leadership training staff of the National Recreation Assn. since 1943.*

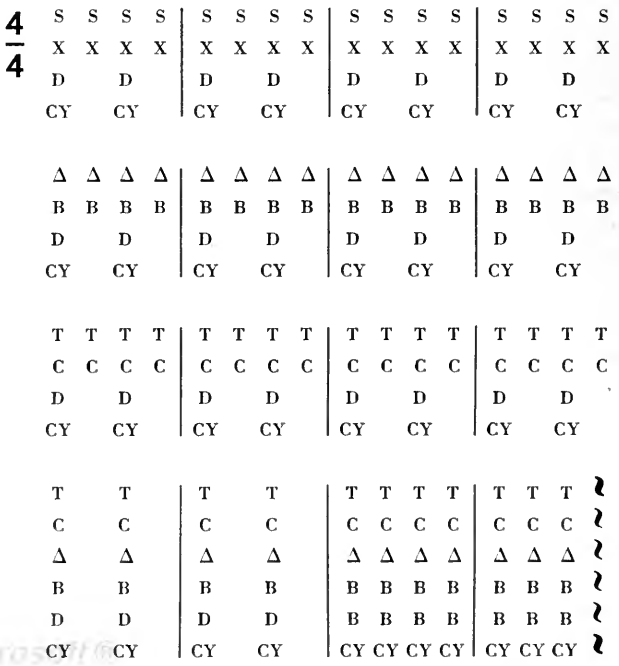


Musical Symbols

The following instruments are presented with their respective symbols:

D — Drums strike
CY — Cymbals strike
T — Tambourines strike
T ~~ Tambourines continue to shake
B — Bells shake once
S — Sticks strike together
B ~~ Bells continue to shake
Δ — Triangles strike
Δ ~~ Triangles trill or ring
C — Clogs strike once
C ~~ Clogs continue to shake
X — Tone block strike
𝄽 — "Rest" one beat

1 symbol in measure—play as whole note (4 beats)
2 symbols in measure—play as half note (2 beats)
4 symbols in measure—play as quarter note (1 beat)


4/4
S S S S | S S S S | S S S S | S S S S
X X X X | X X X X | X X X X | X X X X
D D | D D | D D | D D
CY CY | CY CY | CY CY | CY CY
Δ Δ Δ Δ | Δ Δ Δ Δ | Δ Δ Δ Δ | Δ Δ Δ Δ
B B B B | B B B B | B B B B | B B B B
D D | D D | D D | D D
CY CY | CY CY | CY CY | CY CY
T T T T | T T T T | T T T T | T T T T
C C C C | C C C C | C C C C | C C C C
D D | D D | D D | D D
CY CY | CY CY | CY CY | CY CY
T T | T T | T T T T | T T T 𝄽
C C | C C | C C C C | C C C 𝄽
Δ Δ | Δ Δ | Δ Δ Δ Δ | Δ Δ Δ 𝄽
B B | B B | B B B B | B B B 𝄽
D D | D D | B B B B | B B B 𝄽
CY CY | CY CY | CY CY CY CY | CY CY CY 𝄽

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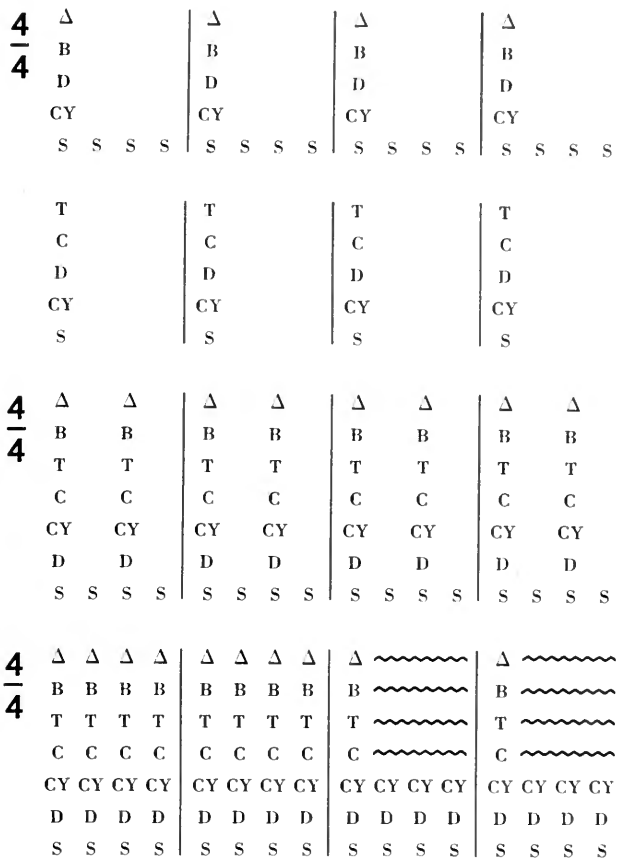
If sandblocks are used as part of orchestra, play each time the tone blocks (X) play.

Method of play: Hold by handle (one in each hand) and rub together.

More difficult orchestration, with musical symbols for rhythm bands: (Music: *Glowworm*, *Amaryllis* and so forth.)

Count 1, 2, 3, 4.


4/4
Δ B D CY S S S S | Δ B D CY S S S S | Δ B D CY S S S S | Δ B D CY S S S S
T C D CY S | T C D CY S | T C D CY S | T C D CY S
4/4
Δ Δ B B T T C C CY CY D D S S S S | Δ Δ B B T T C C CY CY D D S S S S | Δ Δ B B T T C C CY CY D D S S S S | Δ Δ B B T T C C CY CY D D S S S S
4/4
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Musical Mixers

*Congress Mixer.** Music: Any 4/4 tempo with thirty-two measures. *Glowworm, Washington-Lee Swing, Anchors Aweigh* and so forth.

Formation: Double circle; partners facing each other, men on inner circle. Both hands joined with partner's. (Directions are for men; ladies do reverse.)

Directions: 1. Step left, swing right foot across; step right, swing left foot across.

2. Walk to left in circle to change places with partner—four steps.

3. Repeat all, returning to place.

4. Men drop left hands, partners face counter-clockwise and walk forward four steps.

5. Partners join both hands and slide four sliding steps, going in the same direction (counter-clockwise).

6. Do-si-do partners—pass right shoulder to right shoulder and all step to own right to face new partner. Repeat indefinitely.

Simple jingle to use in teaching rhythm and timing:

1. Step left—swing right—step right—swing left (four beats).

2. Change places—2-3-4.

3. Repeat.

4. Walk forward—2-3-4.

5. Slide forward—2-3-4.

6. Do-si-do your partner and you lead to the right—4.

*THIS SIMPLE *mixer was originated with, and by, class, during an afternoon training period, to be used for the Congress Play Night in Cleveland, Ohio. The record used was Duchess Contra, Album Number 5, Ed Durlacher, Freeport, New York.*

For Rural Recreation

If you have anything to do with the planning of fun for rural groups, families or even individuals, you can't afford to miss the new pamphlet put out by the Extension Division of the United States Department of Agriculture —*Planning Recreation for Rural Home and Community*, by E. J. Niederfrank and Virginia Musselman. To quote from the first chapter, "This booklet was written for *you*. It has two major purposes. First of all, we hope that it will make you conscious of recreation—what it is, what it means—in your life and in the lives of the people around you. If it does this, it will open your eyes to myriads of new ideas, all of which will enrich your life and will bubble over into anything you do in your day's work.

"When this happens, and you see the tremendous possibilities, you will wish to take action. Its second objective, therefore, is to give you certain techniques which will help to make rural living pleasanter and more satisfying to the families and groups with whom you work and live.

"It is not a games book—but it will tell you about them. It is not a party book or a crafts book—but it will tell you where to go for this material.

"In terms of a menu, it is an appetizer, designed to stimulate the appetite and, once it has done this, you will find it easy to plan the main course. We hope you will find the meat for the main course right here!

"They say that a good cook uses many pots and pans. In the same way, a good leader uses many techniques and many kinds of recreation activities in carrying out his regular work. This book won't give you all the answers, but it will put you on the right road. You must start at the signpost marked 'Service,' and the end of the road will be marked 'Satisfaction'—for you and for the folks up your way."

Planning Recreation for Rural Home and Community is available from the National Recreation Association, or the Superintendent of Documents, Washington, D.C. The price is thirty cents. (The government does not accept stamps. We do.)

adventure in coeducational recreation

The College Outing Club

James C. Loveless and Esther G. Post

ANY STUDY of current books, popular magazines and newspapers will reveal the wide interest of people, generally, in outdoor activities, and that a larger portion of our leisure time is concerned with this type of recreation.

The outdoor movement has achieved great popularity in the colleges and universities, especially in those of the East. Daniels* reported that in 1938 seventy-five institutions of higher learning had established outing clubs to carry on many diversified outing activities. Dennison, Dartmouth and Allegheny Colleges were among the pioneers influencing the movement.

Grove City College Outing Club

The Outing Club of Grove City College, Pennsylvania, was started in 1938, when six students were invited by those of a neighboring school to participate in a week end of outing activities at their cabin. The six returned to the campus filled with enthusiasm and an intense interest in the experience.

Representatives of this group, therefore, went to see the president of Grove City College and asked permission to hold an open meeting for all students who would be interested in participating in an outing club. Permission was granted and, at the organization meeting, attended by 120 students, temporary officers were elected to act as representatives of the group and to facilitate arrangements for club activities for the remainder of the year. Under the leadership of the officers, a provisional constitution was adopted, membership requirements were outlined and, finally, officers for the coming year were elected.

During the first year, membership grew to include approximately sixty members and thirty heelers. The club now has a membership of seventy members and fifty heelers.

The complete cooperation of the organization with the administration has been secured through: (A) a committee composed of members from the board of trustees of the college whose function it is to secure the club property, authorize and supervise the construction of the building and its basic furnishing; (B) a faculty committee which acts in an advisory capacity to the student executive committee and is composed of the club's elected officers.

Each year, in June, the club makes an activity and finance report to the board of trustees at its annual meeting. In this way, all groups are kept well-informed.

Objectives of the Club

1. To provide opportunities for students, both men and women, to participate in recreation activities which will result in educative experiences.
2. To develop healthy attitudes toward coeducational participation in outdoor recreation activities through democratic and cooperative efforts.
3. To promote an interest among the students and faculty in simple outdoor activities for relaxation.
4. To provide facilities for outdoor activities away from the campus.
5. To coordinate the college community effort in policies, finances and use of facilities for programs of camping, hiking, winter sports, cookouts, canoe trips, cooperative work programs and "gypsy" trips of a recreational nature.

Rules and Regulations

The constitution is brief and contains only regulations necessary to control the operation of the club. It provides for the election of officers—president, vice president, secretary and treasurer. The club executive board is made up of the officers and two faculty advisors, one for the men and one for the women, appointed by the administration of the college who are usually guided in this selection by the suggestions of the student executives.

The rules concern the regulation of the use of club facilities—the cabin, cabin furnishings, club acreage, a truck belonging to the club, camping equipment, canoes and equipment for the work program.

Chaperones for outings are faculty members who may or may not be members of the club, and they are subject to the approval of the dean of women of the college. At the opening of the school year, a letter is sent to all prospective chaperones outlining the rules and regulations.

In the event that the chaperones cannot go on the trip for which they sign, they are asked to provide an approved substitute. They are considered guests of the club and are not required to pay any charges. However, their guests are asked to pay the same fee as the students. Club members furnish transportation when needed, but if chaperones supply their own, the club asks that they arrive with the students and stay until all

*ARTHUR DANIELS, "*College and University Outing Clubs*," *Journal of Health and Physical Education, May 1938, p. 278.*

of the students are prepared to leave.

The student officer in charge of the outing is responsible for the program of work and entertainment that takes place at the cabin, and for furnishing chaperones with an outline of the program, the time for meals and the time for the termination of the outing. Information concerning regulations for the use of firearms, telephone numbers of doctors on call and safety regulations are given to the prospective chaperones by the faculty advisors.

Membership

The classes of membership are: active, heeler, alumni, honorary. Members of the faculty may be affiliated with the club in all respects, but have no voting power.

Definite requirements for active membership are: (1) payment of one dollar dues each semester, (2) a continued interest in outing activities, (3) participation in club outings, and (4) participation in the cooperative work program of the organization.

Heelers are prospective members of the club who must earn twenty-five points during the course of two semesters before they can be considered for active membership. Points are given for the following participation:

Activity	*Points*
Week-end outings (Saturday and Sunday)	2
Week-end outings (Saturday or Sunday)	1
Wood cutting or other work projects approved by the club	2
Work on the cabin or campsite (one afternoon)	2
Hiking, picnics and so forth	1
Heeler meetings	1

Committees

The duties of the six important committees give a picture of the function of the club. The program committee is charged with the responsibility of planning and developing the various activities. A program of the semester's activities is presented to the club within the first month of each semester.

The transportation committee is responsible for transportation of members, chaperones and equipment to and from any club outing. Any special transportation necessary for extended gypsy trips or in connection with some

Students of Grove City College ready for cross-country skiing from the Outing Club cabin. The student officer in charge is responsible for program of work and entertainment.

The cabin is situated in the center of about seven hundred acres of forest, holds road rights.

special work project also is arranged for by this committee.

The equipment committee keeps a complete file of all equipment owned by the club. This is submitted to the treasurer at the end of each semester. All equipment is checked at the completion of each outing. All equipment is maintained and kept in good repair, and a place for storage is provided.

The food committee plans menus, purchases food and prepares meals on all outings and trips. It makes certain that all necessary equipment for cooking is supplied. Copies of menus and grocery orders are given to the women advisors for approval at least one day before a scheduled activity.

The publicity committee maintains bulletin boards with announcements of club activities and educational information. All newspaper publicity and advertising connected with the work program fall to this committee.

The cabin and trails committee aids in the construction and maintenance of all properties pertaining to the cabin and trails. At all times it provides a proper supply of wood for the cabin and does all in its power to maintain satisfactory conditions for skiing, skating, hiking, hunting and shooting.

It is the duty of the chairman of each committee to submit a written report to the secretary at each meeting.

Facilities and Equipment

The club property includes one cabin with a capacity for housing twenty-five men and twenty-five women for an indefinite period. It contains a large, completely-equipped kitchen, dining room, library, lounge with fireplace, two dormitory wings and toilet facilities. Located nearby are the rifle and skeet ranges.

The cabin is seventeen miles from the college campus and situated in the center of approximately seven hundred acres of Pennsylvania forest along the Allegheny River. The outing club owns eighty acres of this area and has the privilege of using the surrounding property. Road rights leading into the cabin also are held by the club.

The equipment used by individual members or groups for approved activities, and owned by the club, includes a one-and-a-half ton truck, axes, saws, skis, ice skates, furnishings for the cabin, snowshoes, toboggans, archery and shooting materials. Cabin furnishings include double-decker beds, rustic lounge furniture, blankets, kitchen and dining room equipment and library books on subjects of special interest to members.

The club acreage, lodge and permanent furnishings were given by the college administration; other equipment was purchased mainly by funds earned by the cooperative work program. This program includes such projects as the chopping and selling of cord wood, the planting of 50,000 cedar and fir trees on the strip-mine spoil banks in western Pennsylvania. Girls and boys alike participate in the work program and have a wonderful time doing so.

IN A CHILD'S UNTROUBLED WORLD

"The young are simple-natured," Aristotle said, "because they have never yet witnessed much depravity; confiding, because they have as yet not been often deceived; full of hope, for they have not yet experienced many failures . . . They are fond of their friends and companions, because they . . . as yet judge nothing by expediency, not even their friends. They think they know everything, and confidently affirm it: they are inclined to pity, because they think all men are virtuous."

The morning of life has no clouds: there is always a constant rainbow but never any rain. The world is warm and wondrous, and the behavior of the ant is more important than the atom. The habits of the fish are a deeper enigma for the young angler than international maneuvers are for devious statesmen. Global diplomacy may shape the destiny of mankind. but the marvels of creation are spread before the eyes of children in the backyard, the woods and the hills.

The whistling jet plane, as it seeks its target. cannot match the heady exhilaration in the heart of a young woodsman as he stalks his prey—and if the crooked arrow from the faulty bow falls short, no one is the loser, nothing has been destroyed. A mud pie feeds the starving dolls of all the world; tart currant jelly tingles on a youngster's tongue. The facts of economics are learned at a lemonade stand, and buying and selling are less important than crunchy ice and tangy sweetness. The plop of a spilled ice cream cone makes a noisier and more tragic blast than the awful bomb—yet the wailing little girl cannot know she weeps for all humanity.

Mankind is sick unto death—only the children are well.

This page reprinted through the courtesy of *The Register and Tribune*, Des Moines, Iowa.

Even during school days, time can be found for fun and for lessons of a recreational nature.

The high cost of living and the Russians are not serious problems to disturb an afternoon's fishing.

In the days of childhood, where the worries of mankind have no place, two little girls are fascinated as they investigate the mysteries of animal life found near by.

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PREVENTIVE *Recreation*

Ben Solomon

RECREATION CAN reduce delinquency —but not in the ordinary programs of organized activities generally used by public and private recreation agencies and with which we are all more or less familiar. These regular programs, which from here on shall be referred to as the conventional or normal programs, cannot possibly reduce delinquency to any appreciable degree nor should they be expected to do so. The conventional program was never planned for that difficult purpose. Its goals are different and its values are many, but it is both unfair and quite unreasonable to expect it to cure, or even to reduce, delinquency—extraordinary results for which it was never designed.

I am not overlooking the really excellent work that many of our better recreation programs are doing—not only in the general welfare of growing boys and girls, but also in helping those who need it to learn to make the right choices in life and to become good citizens. There are many such carefully-designed and well-managed programs but, as a general rule, they are too few in number and the sum total of their delinquency-reduction-results still remains an altogether small factor. It is, of course, exceedingly difficult to evaluate this problem, to know exactly how much such programs affect delinquency reduction, although we all know that a good recreation program does make a positive contribution in this direction. The purpose of this article, however, is to show that recreation programs, in general, can be helped to do a better job in this special field of youth welfare.

Liaison

None of us like the linking of recreation with delinquency, for various good reasons. It is not at all beneficial for recreation, especially in view of the fact that it is very difficult to prove that recreation—the normal program —can do very much about delinquency. We don't like the liaison of these two fields because it is unfair to label, by association, all the participants in a recreation program as delinquents or even as potential delinquents. It is certainly not good public relations to emphasize this one lurid facet of the whole youth problem because it tends to obscure the many real values of such programs. These primarily are planned for the ninety-eight per cent of our children who do not get into any kind of trouble with the law. Recreation is a rapidly growing important field and it needs the public's support; failure to do a job it never was set up to do would certainly weaken public confidence in it, all of which would unjustly undercut the really excellent work it is doing for the millions of children in its programs.

Roadblocks in Reduction

In my opening statement it was definitely stated that preventive recreation *can* reduce delinquency—by reaching the vulnerable children early, by meeting their real needs, by directing their energies into constructive channels and through the influence of specially-trained leaders.

The conventional program, on the other hand, touches these factors but

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AUTHOR *is the editor of Youth Leaders Digest magazine as well as special lecturer and teacher, New York University and Springfield College.*

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lightly. It is not set up for this kind of a job. It does not aim to meet the main body of highly vulnerable children, those who don't come into the program, the "stayaways." It isn't designed to meet their particular needs. It cannot direct their energies anywhere because many of these children aren't in the program to be directed. And, lastly, too many of the "leaders" in recreation today are not actually leaders (exceptions, of course); rather, they are instructors in activities and their program is activity-centered, whereas it should be child-centered.

In addition, the usual program does not do a better job of delinquency reduction because:

1. It does not reach or attempt to reach the *causes* and contributing factors to delinquency; and, certainly, any program that overlooks these cannot be fully effective. Even granting that here and there the program does help an individual case, delinquency is like an epidemic and can best be treated by wiping out, nullifying or reducing the causes.

2. It cannot do anything about atrocious *home conditions,* ugly neighborhoods, commercial amusement "hot spots," lax law enforcement and so on —all of which are exceedingly important factors in the potential delinquent's life.

3. Recreation leaders, in general, do not seek out, do not want and, in fact, cannot afford to keep the very *bad disciplinary cases* in their groups to the detriment of the other children who do behave.

4. The conventional program, too often, and to too large a degree, is a *skill* program and thus is not geared to service for the weak, the highly vulnerable, inept children who cannot compete successfully

5. These vulnerables, ninety per cent of whom greatly need attention, *stay away* from the program and, therefore, cannot possibly be influenced by it.

6. This type of boy or girl doesn't like *rules* or codes of conduct which are necessary in the normal program handling large numbers.

7. Any attempt to force the inept children to compete with the more skilled, better balanced children, and to play according to the rules of the game, shows them up in a very poor light, which *lowers* their already low egos, thus increasing their unhappiness and frustrations.

8. These vulnerable stayaways want many things a recreation program *cannot* give them, such as to play at late hours or when they should be in school. They want high adventure, risk, even challenging danger.

9. Of course, they resist *supervision* by leaders or anyone else interested in their behavior, their morals, their ethics or their general goodness.

10. Physically, mentally, emotionally, morally and socially, such children require *specialized services.*

11. They cannot pay any kind of *costs or fees,* a fact which bars them from various types of recreational programs.

It follows then, that to ask the regular recreation program to do a good job of delinquency reduction is certainly making an unfair request, one which cannot show gratifying results.

Highly Vulnerable Children

That reducing delinquency through recreation is an extraordinary goal requiring extraordinary methods must be clearly understood before we assay tackling this kind of job. In many cases we'll have to throw the rule book out the window and make up our own rules as we go along. We must also understand into what we are getting, what delinquency is and just what kind of youngsters these potential delinquents are. In preventive recreation work, we will not brag about having the "grandest kids in the world," in our troop, on our playgrounds or in our clubs. We won't be able to say that they come from the best families in town. Quite the opposite, they, to a large extent, very probably will be the product of society's failures, of some parents who should never have had children in the first place. They will be boys and girls who inherited traits that handicap them from birth; who have learned all too early in life that they must steal to eat, fight to live, trust or believe in no one, God or man, that the battle of life is a dog-eat-dog affair and that the race is to the clever and the crafty. In their world only sissies, saps and dopes work hard and save money. More than this, very often, they are weak physically, mentally or emotionally. Not having been able to overcome their environmental or personal problem they, you can be sure, have already started to use their wits to live.

If you have any idea that our juvenile delinquents are simply mischievous boys and girls, full of high spirits and misdirected animal energy and that all they need is an arm around their shoulders and a good "talking to" to straighten them out, reflect upon the ugly facts. Last year hundreds of murders were committed by children under eighteen years of age. Thousands of rapes, banditries with weapons, assault and batteries, burglaries and similar crimes sent over one million of them to juvenile and other courts. Reflect also upon the fact that maybe another million get into trouble with the law every year but, for one reason or another, never make a court appearance; that two hundred thousand are committed to our juvenile institutions; four hundred thousand are released on probation; and four hundred thousand are given a lecture by the judge and sent home with some hope and a lot of prayer. They include ages from eight years, often younger, to sixteen or eighteen, the juvenile court top limit, which varies in different states.

Prevention

If our only solution to the whole delinquency problem were the giving of treatment, correction, rehabilitation, *after* the crimes were committed, facilities and personnel for such a job would never be adequate. Furthermore, no matter how excellent the treatment might be, the problem itself would never grow less and the costs and loss to society would be continuous and staggering. Our real hope lies in preventive measures which, in time, may decrease the incidence of delinquent acts. This, coupled with the various other types of prevention outside of the recreation field, especially those pertaining directly to the causes of crime, constitutes our real hope of solving this problem in years to come.

Preventive recreation stands in the

same relationship to recreation, in general, that preventive medicine does to medical practice and that preventive psychiatry does to psychiatry. It took a long time for medicine to develop along specialized lines, especially to realize that it was at least as important to promote good health, to prevent disease through public health measures, through an understanding of sanitation, good nutrition, food inspection and so on, as it was to cure disease. So, also, with preventive psychiatry. Mental hygiene teaches us how to stay normal, to maintain our mental balance, and it is interesting to note that psychiatrists are agreed that recreation is a most valuable preventive of mental and emotional ill health.

Preventive recreation is already in use, albeit not by that name. George Hjelte speaks of its use in his book, *The Administration of Public Recreation.* On page sixteen he refers to its uses in the prevention of delinquency and of accidents. In industry, recreation is one of the best preventives of absenteeism and reduces labor turnover materially—two very important elements in the operation of a big industrial plant. Organized recreation programs in many places prevent workers from disliking the plant community in which they and their families must live and help reduce boredom on a routine job. In some industrial towns, especially in the South, it would be difficult to hold employees on the job without suitable recreation programs to engage the whole family. In mental hospitals, recreation long has been used to prevent deterioration in some classes of patients.

Preventive recreation calls for no ordinary recreation job and should not be undertaken too lightly. The goals that you seek, the techniques and general practices that you will use, the rules that govern your supervision and especially the children and youth with whom and for whom you will work—all are quite different from those with which the usual recreation program generally is concerned.

> Recently we have become more and more aware of the fact that recreation may be adapted as a program or an instrument for the accomplishment of specific social gains and educational objectives, and as a therapy for the treatment of social maladjustment of individuals and groups. Upon this thesis the article, "Preventive Recreation," is provocative. It is also informative on specific methods for the adaptation of recreation to effect results in the prevention of juvenile delinquency. We have indulged in too much fuzzy thinking on this important subject. It is valuable to the recreation movement to have a penetrating, forthright and practical exposition of this subject. — *George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles, California.*

Differences

In the Normal Program*	In Preventive Recreation
The children come to your club, center, playground voluntarily.	*You have to go after them and induce them to participate.*
The ordinary activities-trained leader is more or less satisfactory here.	*Leaders must be specially trained in prevention and in delinquency.*
The leader works on wood or metal.	*The leader works on Jimmy or Mary.*
Too many organizations are interested in building up attendance figures.	*We must build up individual boys and girls.*
We're after large numbers of participants.	*We specifically are seeking the highly vulnerable children.*
We look for high scores, championships, breaking records, winning teams.	*We're more interested in winning boys to come under a good leader's influence.*
We win prizes, medals, pennants.	*Here we win hearts, peace of mind.*
Much of the program tries to improve a boy's or girl's skill.	*We're concerned with improving his character, his thought processes, his choices.*
Normally we're concerned with our crafts exhibit pieces, dramatic productions and so on.	*We'll be proud of a life straightened out, neighborhood cleaned up, a family kept together.*
We have a job to do for so many hours a day, so many days a week.	*This work knows no hours, no regular or routine schedule.*

*We list here *many of those principles and techniques common to the general run of typical programs, realizing fully that there are some excellent exceptions here and there in municipal and private recreational departments and agencies. In fact, it is but fair to state that there are some regular programs so well conducted, that many of the principles and techniques listed in the preventive recreation column have been in common use for some time.*

In this preventive philosophy the leader *is* his brother's keeper. He cares whether the children have eaten today, yesterday and will eat tomorrow. He is more concerned with the ugly duckling who mopes in the corner, who can't play anything well, who has many things the matter with him or her, than he is with the skilled youngster who can easily make the ball team or is clever in crafts, dramatics and so forth.

He seeks out, goes after the former type in the alleys, on or under the docks, in the cellars, on the roofs or wherever they "hang out." These, the stayaways, are the ones he must find, interest, attract, hold and influence. Ten of these children in a preventive recreation program, as far as delinquency reduction is concerned, are better than a thousand more or less normal children participating in the conventional program.

This type of leader is concerned with causes, especially with those that

recreation activities or that he himself might be able to influence or affect. To a limited extent, depending upon the budget and adequacy of staff, he'll do enough casework, Big Sister or Big Brother work to enable him to find out what a child's problem is and to try to solve it.

This whole plan of preventive action —the program emphasis, the type of activities, the leader's training, his qualifications and the techniques he uses—is directly designed for one major purpose: to steer highly-vulnerable children over the dangers and pitfalls of their way of life. This will take a lot of doing, a lot of courage, a lot of specialized knowledge.

Program and Activities

To do a better job of prevention, the activities-centered program must be supplanted by a child-centered one. The activity must be used not as an end in itself, but as a tool to enable the leader to meet real needs, to influence the boy's or girl's thinking. Teaching him the various skills needed in program activities may not necessarily be the things which that child needs in the present or future—except as these skills can be a means of helping to fulfill, helping to satisfy, his basic needs, lifting his ego and bringing him more directly under the leader's influence.

There will be many cases when game rules and other rules will have to be modified to enable the unskilled participant to compete well, to win a measure of success, to achieve. For example, there is no special reason for having a boy pitch horseshoes the official distance of forty feet between pegs if this makes it very difficult for him to get many ringers and to perform well. The distance can be materially reduced, thus offering opportunity for a better score and for giving him a chance to "shine." And so, in many other cases, the leader can use simplified lead-up games for the same reason.

The Stayaways

The stayaways are the main ones we're after. In their cases, we have to bring the program and its values to them, and I suggest here various working devices* which can be helpful. Even an excellent activities man might not be at all satisfactory for this kind of a job.

1. *Branch Centers.* Open local temporary recreation centers as close to where the gang "hangs out" as possible—in vacant stores, cellars, lofts, garages or other places which you can rent or borrow for temporary periods.

2. *Mobile Units.* A large van or similar vehicle with portable stage, movie equipment, boxing ring, puppet theatre, juke box and other equipment, can pitch camp for stays of varying duration in areas where it can reach the largest number of stayaways.

3. *The Play-off Technique.* Start block or gang activity which, through competition, requires competitive play-offs in a gymnasium, upon a large stage, in a swimming pool, on pool tables or in a boxing ring, all or part of which you may have in your center.

4. *Rival Competition.* Vary number three by pitting natural inter-block rivals against each other for the play-off at your club or center. You can subvert trouble here by using local "big name" heroes, whom the boys respect, as referees and other assistant managers and leaders.

5. *Cooperation.* Co-sponsor activities with, and through, local nationality groups, using their leaders, churchmen and local politicians.

6. *Community-wide Popular Affairs.* In promoting these, include the gang leaders and "bell cows" in your planning and especially in your publicity. These affairs would include such items as nationality festivals, holidays and other celebrations (American and foreign), exhibits, dances, suppers and so on. Give profits, if any, to local clubs, churches or use for special local recreation purposes.

7. *Local Group Leaders.* Wherever possible, employ and publicize local influential merchants, professional men, "big name" heroes and pay them for their help.

8. *Local Programs.* Build these around the children's real needs, whether it involves sending them to camp, getting them food, clothes or part-time jobs.

9. *Exhibition Matches.* Conduct in your center and ask local experts, ball-players, pool players, prizefighters to make personal appearances.

10. *Prizes of Script.* Award many non-negotiable coupons for food or clothes which must be picked up at the club or center during some event when a local hero or "big name" can distribute them.

11. *Special Arrangements.* Activities for stayaways must be conducted at times and places *when and where** the largest number of vulnerable children can be reached.

Program and activity hours must be adjusted to those times when the vulnerables are on the loose, when they can be reached by leaders. Prevention is not a routine nine-to-five job.

In general, as mentioned before, skill improvement must be secondary to boy improvement, to character-

The boy with the tendency to delinquency often feels neglected, abandoned and bitter. Any belonging concept comes from a gang, which in itself is often an outlaw group. To reach such a boy means new techniques to hold him, in adapting recreation activities to his particular needs. To get him into accepted community patterns means leadership of a most dynamic type operating at a high character development level. Here in this preventive recreation philosophy, you'll find such dynamic leadership explained and the techniques clearly outlined.—*Jay B. Nash, Ph.D., Chairman, Department of Physical Education, Health and Recreation, New York University.*

*In many cases *in preventive recreation, especially here in dealing with the stayaways, we suggest techniques which are not desirable or practical in the normal, conventional recreation program. Extraordinary reforms sometimes require unusual methods.*

*See "Juvenile Delinquency — Practical Prevention" *by the author. Available from Youth Service, Incorporated, Putnam Valley, New York.*

building, idea-forming. Seeds must be planted that might take root and bloom in better aspirations and choices, in more worthy desires, better dreams of the future. Small steps can be taken toward making such dreams come true, as, for instance, by helping a boy, whose aspiration is to play in a band, to get instrument-playing lessons, and so forth.

Activities must be specially selected that have important carry-over values for these children. Such values must be character-building now and, just as important, have life-making value for the future.

Little Girls

It is of paramount importance that there be a vast increase in activities and progress for little girls, five to ten years of age, from the worse sections of town. These girls marry earliest, choose their husbands by the lowest standards, have the largest families on the smallest incomes. These are the little girls who, if identified early and influenced toward a better life, can be saved. Through them many potential delinquent boys and girls—their families to come—will receive better care and training from infancy up. One such little girl helped today might save a half-dozen children for society tomorrow.

Parents

A large part of the program must be directed at the parents of these children and especially at keeping the family together instead of separating it into skill and age groups. As we all know, families that play together normally stay together, and certain activities can:

1. Help win the "battle of the generations," narrow the abyss between parents and children, their differences in points of view, in ideas and ideals.
2. Help increase parental control and understanding of their children.
3. Help increase the child's respect for his parents.
4. Enable leaders to influence the parents.
5. Bring some laughter and sunshine into their drab lives.

Examples of activities that can be used include family camps, outings, picnics, inter-family competition, fishing parties, parties in general, card parties, forums and general social intercourse, movies, festivals, exhibits, suppers, folk dancing and so forth. Some parents could also volunteer as umpires of games, managers of teams, volunteer leaders in general and could help materially in securing and sewing uniforms and costumes for the children.

Modify Activities

Knowing exactly what these highly-vulnerable children are like, remembering that they are continuously fighting an unfair battle for life, knowing their problems, individual and environmental, may teach us how to modify or adjust each activity (1) to make it acceptable and attractive to them, (2) to interest and hold them, and (3) to give the leader a chance to use his personal influence for good. This type of child is on a continual and active hunt for some happiness which, in his language, means action of some sort. He isn't too interested in whether the activity is legal or constructive or harmful to himself or to others. If it promises excitement, adventure, thrills and risk, a challenge to his speed, his wits, his strength and luck, he'll go for it. We must measure the activities which we propose for him from this, his own angle of interest, if we are to expect acceptance.

Income

And, lastly, there are many activities which we can create and promote to help increase both parental income and to put some small money into the boy's or girl's pocket. A recreation leader can find or make many opportunities to help parents who need this income to get training in shoe or clothes repair, in use of tools leading towards specialized crafts work, toy manufacture, clock repair, furniture repair and refinishing and the like. There are many part-time jobs for which these parents can be trained—including domestic service, gardening, small farming, quilting, needlework and, of course, baby sitting.

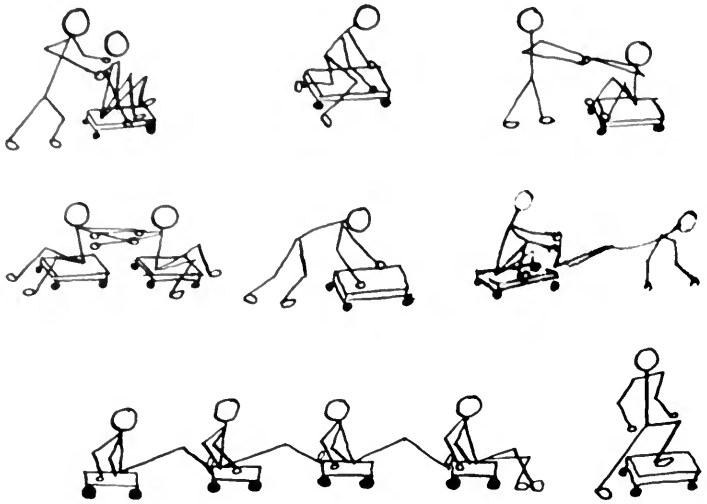
Leadership

It is upon leadership that success or failure of the whole program of prevention is based. The finest philosophy, the best facilities, the most excellent plan and program of activities must still be made to work by the leader. He is the contact with the vulnerable child; his is the influence that counts.

In using recreation activities for delinquency reduction, the leader must be a real leader of children; his qualifications must be right; he must know his recreational activities in general (he doesn't necessarily have to be expertly skillful in any of them); he must understand the type of children with whom he's working and have a sympathetic tolerance for their weaknesses and an evangelist's zeal in helping to overcome them. Even the best instructor in any activity needs special training in various phases and methods of preventive work. The very definition of leadership tells us important things to remember. "A leader is a person who has influence with people, which causes them (a) to listen to him, to follow him or his advice, (b) to agree on common goals and (c) to go into action toward these goals."

If you are an executive in any type of recreation work, ask yourself how many of your staff leaders have real influence with the type of vulnerable children whom we have described. How many of your leaders can influence the stayaways enough to induce them to come into your program, to like it and to stay any appreciable length of time? Most certainly it is the unusual playground leader, Scoutmaster, club, center or other recreation staff worker—there are some—whom vulnerable stayaway children will heed and follow in any kind of a program.

Preventive recreation is not for ordinary leaders, for clock-watchers, statistic or publicity builders. It is for tall men who yet can stoop to help the wretched, the most needy of these, our highly vulnerable children. It is for recreation professionals with an evangelist's zeal and a politician's practicability. It is for recreational sculptors who can mold human boy clay into better men. All this may or may not raise your salary, but it surely will raise your heart. Maybe you won't win many games, but I'll bet you'll win many, many boys. Who knows of a better job for a man?



tured in Figure 4. Younger children like to play tag on the scooters or just to have fun on them, playing follow the leader, dodge the ball and other games.

Scooter hockey became so popular with the college age group that it was included in their intramural program.

Because there are so many uses for these scooters, the initial cost is very small. The paddles can be made by the woodworking shop and, for that matter, the scooters also. A set of four rollers costs about one dollar. We found that a container was needed to keep the equipment together; one that proved to be successful is shown in Figure 5.

For a game of fun, of conditioning and one that is sure to be popular with all ages up to twenty-four, try scooter hockey.

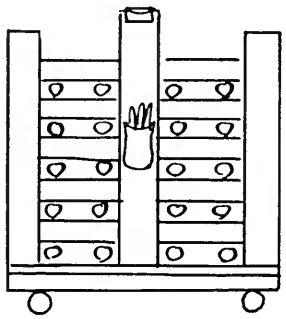


Figure 5

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SCOOTER HOCKEY*

The gym was filled with shrieks of laughter from both participants and spectators. The sport was scooter hockey, a novel game invented by R. E. Titus of Winfield, Kansas. This game, a combination of ice hockey and girls' basketball rules, is exciting, easy to play and a wonderful conditioner for games that depend upon the legs.

**Submitted by Elizabeth Roller, Director of Women's Physical Education, Florida Southern College, Lakeland, Florida. See also "Instruction Manual of Games, Stunts and Activities Played with Scooters," by R. E. Titus.*

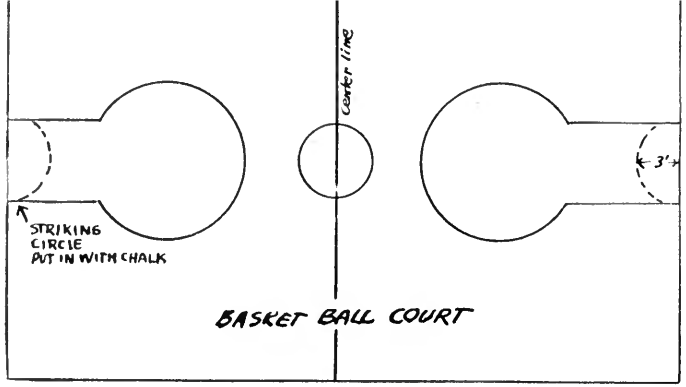


Figure 1

Played upon a regulation basketball court, the only additional markings needed are two small striking or penalty circles, three feet in diameter, located in front of the goal. The goals are between the free throw lines on the end lines. (Figure 1.)

Equipment

Equipment for this game can easily be made or may be purchased from Mr. Titus. The scooters are wooden platforms, twelve inches by twelve inches. The wood is about two inches thick and the top of the scooter stands four and one-half inches from the floor. There are six players on a side, so twelve scooters are needed. Each set of six scooters can be painted a different color to help in identifying the members of a team. A wooden puck is used (a shuffleboard puck, if necessary) and a wooden paddle. (Figure 2.)

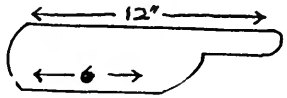


Figure 2

Plays

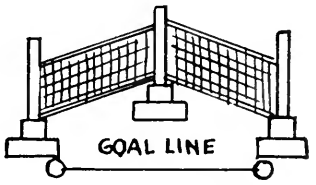
The six members on each team consist of two regular forwards, a goalie, two guards and a roving forward. The goalie stays within his striking circle, the two guards on their own side of the center line, the two regular forwards on the opponents' side of the center line. The roving forward may play the entire length of the court. The rules are simple and the groups participating may add to them as they see fit. Kicking the puck, guarding it between the legs or under the scooter, blocking out a player from acquiring the puck are fouls, and the other team is awarded a free hit on the spot where the foul occurs. If a player falls off the scooter, he must not touch the puck until he has regained his seat. If any player, other than the goalie, gets into the striking circle, a free hit is given the opposing team at a point on the edge of the striking circle, with only the goalie between the puck and the goal.

The game consists of six-minute quarters, but this may be modified to suit your needs.

It is important to watch that the paddles are kept near the floor so that the puck, and not the fingers, will be hit.

Sometimes it was hard to tell if the puck slid across the corner of the goal line, so we built a backstop, such as used in ice hockey, consisting of an old tennis net stretched between two stands, about three feet high. The bottom standards must be weighted in order to hold up under the impact of the moving puck. (Figure 3.)

Figure 3



Other Uses of the Scooters

The scooters also can be used for many activities other than for the hockey game. Any game can be adapted to their use. We have played scooter football, primarily a passing game, and found it possible to punt from the scooters. We have played scooter basketball, baseball and volleyball, just adapting the rules. On rainy days the scooters provide an endless source of fun.

In addition to games, they can be used for all types of relays, on special-event days and in demonstrations. Some of these are pic-

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GERMAN LEADERS

Study Recreation in the United States

TWO HUNDRED German community and youth leaders visited the United States in 1949 and 1950 as a part of the exchange program sponsored by the United States Department of State. The Youth Division of the National Social Welfare Assembly planned and directed the German Leadership Project for the department and an advisory committee of eighteen individuals, most of them representing national agencies,* assisted in the planning. A number of the German visitors were specialists in community recreation, sports and community centers.

Each was selected in Germany by a committee of Germans and Americans. Following a two weeks' orientation program upon their arrival in the United States, the visitors were assigned to various communities for participation, observation and training under local agency executives. Each leader was allotted ten dollars per day to cover living costs, and major traveling expenses were also met. Insurance to cover the term of the visit was provided for each of the leaders, most of whom knew the English language.

General objectives for the project included the development of favorable attitudes toward Americans, democratic ways, education, youth work principles, citizen participation and cooperation between agencies. The project aimed to give the visitors an opportunity to learn first hand about the American way of life.

The specific objective, for the recreation and sports leaders, was to afford them an opportunity to observe and study American recreation systems. It was hoped that this experience would enable the visitors, upon their return to Germany, to enrich the program of German communities and training schools, to establish recreation programs for all ages, sexes and classes, to coordinate the resources of voluntary and governmental agencies, to broaden the existing sports and physical education program and to establish demonstration neighborhood and community centers.

Recreation authorities who are interested in the possibility of having one or more German leaders assigned to them in 1951 are advised to communicate with the German Leadership Project, Youth Division, National Social Welfare Assembly, 134 East 56th Street, New York 22, New York.

Local recreation departments cooperated with the project by accepting responsibility for the guidance and training of one or more leaders for periods varying from a few days to three months. In a number of cities, visitors assigned to a council of social agencies spent time in observing the work of the local recreation department.

The success of this program in the past two years has resulted in its expansion during 1951, when 148 German leaders are expected to visit this country. Thirty-five members of the group will be concerned primarily with community recreation, sports and youth and community centers. Of this number, fifteen are scheduled to spend 180 days in this country; the other twenty leaders will remain ninety days.

Because it was believed that the experience of local recreation authorities with the German Leadership Project would be of interest to all persons concerned with recreation and the betterment of international relations, several executives were asked by the National Recreation Association to comment upon their experiences with the German visitors in 1949 and 1950. The statements submitted by these workers reveal the mutual values resulting from the project and include suggestions for making such visits more effective. The nationwide scope of the project is illustrated by the variety, as to population and geographic location, of the cities reporting.

The specific activities in which the German leaders participated, the reactions to their visits and the values gained are indicated by the statements which follow. Unfavorable reactions, recorded in a very few cities, were attributed to the unwise selection of the leaders, but most reports were favorable and indicated a willingness to entertain visitors again this year.

* * *

Grant D. Brandon, Director of Recreation, Lancaster Recreation Association, Pennsylvania.—Our experience with the project has been very satisfactory. It proved an excellent way of showing our European visitors not only methods, but the more important

* MR. GEORGE D. BUTLER *is acting as representative for the National Recreation Association.—Ed.*

thing which we might call the real spirit behind the recreation movement in America. The local association, in turn, was given a first-hand knowledge of the fundamental differences between the free spirit of self-determining democracy in action and the totalitarian method of control.

Lancaster had the pleasure of welcoming a "sports teacher." He was a particularly likeable man, with a fair command of English. We endeavored to give him as great a variety of experiences as possible during his three weeks' stay and, at the same time, not

to divorce him entirely from his own language and people. The latter was comparatively simple as the background of the community is German.

Our guest visited all of the educational institutions to witness the recreation program, was asked to teach some classes in German, and was a guest at the Rotary Club and the German Beneficial Society. He attended a meeting of the recreation board and an interracial meeting which he found difficult to understand because of the freedom of expression and the free and friendly attitude between supervisor and pupils, with very little demonstration of discipline.

He also attended an in-service training program sponsored by the State Department of Public Service Institute and a three-day state recreation conference. He was made welcome in many homes, attended church services and, wherever possible, was called upon to express himself.

From letters received since his return to Germany we feel certain that he not only learned much about our American way of life, but also formed lasting personal friendships here.

* * *

Mrs. Theresa S. Brungardt, Vermont Director of Recreation, Department of Recreation, Montpelier.—Fourteen German youth leaders were assigned to Vermont, and since Vermont is a small state, it was possible to give each leader an idea of state government departments and their close working relationship. The leaders met the department heads, as well as staff members, the governor and some legislators. State leaders of 4-H, YMCA, YWCA explained the work of their organizations.

After spending time in the State Recreation Office, reading reports and studying material in our recreation library, each leader was assigned to a recreation department where he worked with the superintendent, observing, participating and helping with activities, maintenance and so forth.

Arrangements were also made with church groups, Boy and Girl Scouts, Grange, PTA, service clubs and so on, so that the leaders might have a general idea of all services in a small town which offer some form of recreation. Leaders also spent some time in camps and attended area recreation conferences, social recreation leadership training demonstrations and square dance institutes.

The various leaders were received with enthusiasm and some even contributed games and folk dances. Many indicated that they had found in Vermont practical ideas to transfer to their own programs. Word has come that the group of Bavarian leaders have organized to work on program ideas and experiences gained in America to strengthen their home programs. A square dance group is being started in Munich as a result of the Fairlee Square Dance Institute; records were taken back by several of the group.

* * *

Russell J. Foval, Superintendent of Recreation, Playground and Recreation Board, Decatur, Illinois.—The Playground and Recreation Board and staff members were honored to have four German students visit Decatur last summer and take part in the recreation program. However, after we had taken time to evaluate their visits, we questioned whether we would want to repeat the program another year. There is apparently something lacking in the method of selecting who shall come to America and also in the orientation of those who do come. Of the four Germans visiting us, only one seemed to have the proper background, training and attitude for this kind of a visit. We doubt if the other three will contribute very much to their own people upon their return to Germany. The same three probably did more harm than good in their relations with the people whom they met in our city . . .

These observations may sound a little strong, but we were quite disappointed in the type of people sent over here. We think that a good job done with a few is far more important than a poor job being done with many.

* * *

Myron N. Hendrick, Director of Recreation, Bureau of Parks, Niagara Falls, New York.—I am very pleased to hear that the German Leadership Project is to be continued in 1951 and hope that I will again be offered the opportunity of cooperating.

It was with an open mind that I accepted responsibility last year, but the sincere attitudes and eager thirst for knowledge that sparked these youngsters soon made me an enthusiastic supporter. They made friends wherever they were assigned, and proved to be so willing to serve that every agency working with them placed every service at their disposal. They proved good mixers and, although careful to avoid controversial subjects, were willing to discuss freely anything asked of them.

It is my opinion that this project does much to promote international understanding and good will, and the city of Niagara Falls stands ready to welcome any others who may be assigned here.

* * *

C. Evan Johnson, Recreation Commissioner, Newton, Massachusetts.—The Newton Recreation Department sponsored two German youths for the month of September. I found these visitors to be extremely interested and interesting. We arranged for visits, personal interviews and a period assignment at particular locations. We requested that they make forthright analyses and criticisms of what they saw and did. We also asked that they point up any values in our program that might be useful in the development of a community program when they returned to Germany.

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Newton was fortunate in having two very capable representatives. We feel that they learned much of the democratic system in recreation and in public service generally. They were able to understand that regimentation is not our program and, that as a result, we perhaps do not reach all the people who should take advantage of recreation and leisure-time activities.

Unfortunately, our German visitors were here during the quietest period in our entire recreation program. However, they did have far better opportunity in September to visit many of our community service divisions.

Active recreation departments will probably gain more than they are able to give if they continue to invite these German leaders to their cities, but they should specify the period when their program is most active.

* * *

Thomas W. Lantz, Superintendent, Public Recreation Commission, Tacoma, Washington.—Tacoma, Washington, had one German youth leader, aged twenty-seven, during the months of June, July and August, 1950. His excellent personality made it easy for him to get along well with everybody he met. He was given the opportunity of participating immediately in the summer playground leaders' institute and to lead games which he had learned in his home country. Soon thereafter, he actually acted as a playground leader, in cooperation with other leaders.

He also had a chance to observe the physical education program of the public schools, the older citizens' clubs, women's arts and crafts groups, park and recreation facilities, aquatic programs, recreation in low-income housing projects, tournaments, folk dance festivals and athletic leagues.

The YMCA took him to camp for a week; the Camp Fire Girls, Boy Scouts and Girl Scouts escorted him to their camps for a day each; the Boys' Club director spent a day with him at his club; the YWCA and the other agencies just mentioned explained to him the philosophy of their work. Actual participation in the meetings of the Group Work Division of the Tacoma Community Council, of the recreation commission and in playground leaders' staff meetings were interesting experiences for him.

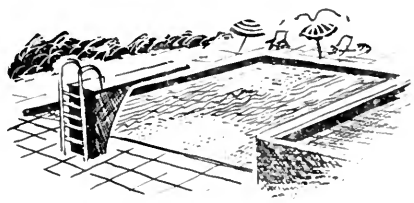
He was intrigued with hospital recreation and arrangements were made for him to spend the day at the nearby, large American Lake Veterans Hospital, as well as at the large Madigan Veterans Hospital, Fort Lewis. I took him into my home, spent hours with him personally and, through this method, gave him a better concept of democracy in America.

The values gained by my department were mainly that of feeling a sense of contributing to his not-too-well-formed conception of democracy . . . He did contribute somewhat in demonstrating German folk dances and games, although the time was limited for much of this kind of thing . . .

One youth leader is sufficient for a city the size of Tacoma (140,000) because of the individual attention which must be given. Make no mistake, the job is not an easy one as it takes much time and patience, but after the visitor leaves, there is a great source of satisfaction that one has sold him on the American way of life.

* * *

Frank Leahy, Director of Recreation, Northfield, Vermont.—The three German youths were courteous, ob-



servant and made a most favorable impression upon all the people in Northfield to whom they were presented. I felt that their attitude, actions and comments helped immeasurably in promoting better understanding and good will in Vermont.

All three were impressed by the manner in which Northfield had managed to do so much with little financial support and backing. They felt that this type of project and program was of benefit to them since it was similar in nature to those with which they would have to work upon returning to Germany.

I feel safe in saying that everyone here feels that if these fellows are representative of German youth visiting our country under the auspices of the United States State Department, the work they are doing here should contribute a great deal to better relations and understanding between Germans and Americans.

* * *

F. S. Mathewson, Superintendent of Recreation, The Union County Park Commission, Elizabeth, New Jersey.—The experience of the staff of the Union County Park Commission with the German Leadership Project was a delightful one. The leader sent to us arrived for a four weeks' stay on August fourteenth and departed September tenth. During these twenty-eight days and evenings, he was kept busy visiting various groups and organizations, observing and discussing democratic procedures in community recreation. A work schedule was prepared in advance each week.

In addition to meeting with our staff members and organizations, arrangements were made for him to spend an entire day with each of the following: Summit Recreation Department, Bayway Community House, Elizabeth YMCA, Linden Recreation Department, Elizabeth YM and YWHA, Elizabeth Recreation Department and other similar agencies. He gave splendid talks before the Plainfield Rotary Club, Elizabeth Kiwanis Club and the Union County Youth Welfare Council.

We arranged for him to observe marine and bird life along the Jersey coast. He also had an opportunity to participate in social activities with young folks of his own age.

We learned much from our German visitor, and his visit certainly tended to create much good will between the people of our respective countries. I heartily endorse the program and urge every recreation department to cooperate with it if given the opportunity.

* * *

R. B. McClintock, Superintendent, Park and Recreation Commission, Omaha, Nebraska.—Our experience with the German Leadership Project was partially successful, but also indicated a definite need for better organization and better screening of applicants before they are permitted to come to this country. We had two boys

in their early twenties—one an ex-baron, one a labor representative.

I don't believe that the younger boy had any business being sent to America . . . He was a bitter Nazi and his opinion of this country was very biased and extremely belligerent—so much so that I don't believe any impression was made upon him . . . (A report on his attitude and conduct, to the New York office, resulted in his being recalled from Omaha.—Ed.)

The other boy had had the equivalent of a high school education here, but he had an extremely good attitude. His mind was open and he wanted to learn as many new ways of doing things as possible. We felt that we were really able to do a lot for him.

While in Omaha he attended two summer school classes. He attended our playgrounds, and spent a few days at Boystown. He asked to be quartered for a short time in a Negro home, which was arranged. He attended Scout meetings, visited the Scout camp and made a trip to the national Scout camp in Philmont, New Mexico. He spent time in our home; and while with another family, he made a weekend trip to Estes Park in Colorado.

We arranged for him to take an entrance examination at Omaha University, which revealed the strengths and weaknesses of his formal education. He spent some time at the state capital and helped the curator of the museum to arrange and label German war relics. In fact, he fitted into the community in a very admirable way and I think that we were able to give him something that would be very helpful to him in his work with German youth.

* * *

Martin M. Nading, Jr., Secretary and Recreation Director, Department of Public Parks, Fort Wayne, Indiana. —I am glad to take this opportunity to pass on what we consider to be a very important factor in improving the relationship between German and United States peoples.

Two groups of German youth leaders have visited Fort Wayne and Allen County within the past three years. First, there was a group of four leaders; last summer, one youth, eighteen years of age, visited us for two weeks.

The Group Work and Recreation Section of the Social Planning Council of Allen County, along with the county director of recreation and our department, worked together to offer our young German visitor every opportunity to visit activities we thought he would find most interesting. We prepared an agenda for his approval and discussed it with him in detail.

First he visited the mayor and other city and county officials. He observed and participated in playground and camp programs of the county, city, Girl and Boy Scouts, as well as of the YMCA and 4-H Clubs. He saw democracy in action by attending a city council meeting. He attended square dances, softball games and other forms of recreation in the evenings. He was entertained by a German-American group which was very helpful to him, particularly in seeing that his weekends were not "void spots."

We, in turn, learned a great deal of the political and living conditions in Germany, especially in West Berlin. We gained a better understanding of German youth and youth problems . . .

* * *

Paul H. Rhode, Director, Community Recreation Association, Dalton, Massachusetts.—It is difficult to express, in a few words, the many pleasant experiences we had with the German youth leaders who visited Dalton. Five of them have visited our town on different occasions during the past two years to see the American way of life in a community of five thousand inhabitants. They were highly intelligent young men, keen and observing.

Our public officials, business executives, professional men and community leaders cooperated wholeheartedly to give them an opportunity to see democracy in action. During two or three weeks in our town, our new friends received a broad education in affairs of local government, education, industry, recreation, home and religious life, civic and social activities. They did not hesitate to speak to groups whenever called upon and their remarks were always well chosen. They made many friends in Dalton.

To watch the facial expressions and the great enthusiasm of these young men, when seeing for the first time such recreation sports as baseball, golf, football and many other new sights, was a most delightful experience—one that I personally wish to recommend to everyone.

Just what our recreation department gained from their visit is hard to state except for the wide publicity given in German newspapers about our recreation facilities and program and, most important of all, the making of new, and I believe, sincere friends across the sea.

I am sure my committee will support me in saying that we are happy to have had a small part in this project which, in my opinion, cannot be measured in terms of dollars and cents. In a period of world crisis, the making of new friends and an exchange of ideas for better understanding are of utmost importance for the creation of international good will.

* * *

E. S. Richter, Director of Parks and Recreation, Pontiac, Michigan. — Up to date we have had three men, all of whom have been of very high character and undoubtedly outstanding leaders in their communities. They were concerned about our method of living, the informality of our social relationships and especially about teacher-pupil relationship as reviewed in the schools in our country. All three showed a very keen interest in our methods of planning program and especially in the willingness of the American people to allow participants to assist in the planning process.

I feel that the German visitors have made a distinct contribution to our leaders through their participation in our training sessions.

* * *

Walter L. Scott, Director of Municipal and School Recreation, Long Beach, California. — In Long Beach, the two German visitors were given opportunities for:

Orientation to the city and its homes, industrial area, recreational organizations, local city government and public education system.

Acquaintance with the cooperation between community organizations, with the various school and municipal divisions of recreation, and with the youth-serving agencies.

Observation of meetings of the city

council, recreation commission and the recreation staff.

Excursions to points of interest; attendance at special events typical of the civic and cultural life of Southern California; hospitality in homes of various economic levels; attendance at churches and church affairs.

Most important of all, the plans for these two visitors were so integrated that they became, not only in name, but in fact, members of our recreation staff, both in participation in activities and in personal social relationships.

In regard to values which our city and recreation department gained from their visit, we were reminded that, in matters of cultural and racial relations, the American people have yet far to go and that in this country there is too much emphasis upon money and material things.

We learned that humility is a virtue generally practiced too little by our American people and, that although advanced in recreation facilities, we lack the community interest which makes activity spontaneous.

Our employees learned that we may have falsely typified the German people as arrogant or as seeking too much power—that very definitely all German people are not interested in warfare.

These visitors afforded examples of the importance of the family in everyday living and the enjoyment and happiness which a family can have.

Lessons which the visitors stated would be helpful to them upon returning to Germany included:

That democratic living within the family itself is a happier way of life and that development of initiative on the part of individuals and community groups is important to the growth of any community.

That, in Germany, they should attempt to get more women interested in community affairs; arrange for parents to participate more as volunteer leaders in youth work; make recreation facilities available to the general public without necessarily being a member of some sports club; arrange for youth discussions as the basis of planning for their own recreation; develop more community spirit within the churches; establish higher requirements for leadership training.

As a result of our experiences with the German leaders, we would definitely recommend to other recreation departments that they invite one or more German leaders for a period of not less than six weeks or two months. The extra effort required to make arrangements for these visitors is well repaid by what they gain and what they give us.

MENTAL HYGIENE CONCEPT

of Recreation in the National Emergency

George S. Stevenson, M. D.

RECREATION is not the mere passing of time as it is frequently considered by those who have given little consideration to it. It is not merely the bridging of an interim without involving deeper personal changes. Recreation is more positive than that. It really recreates. It affects the individual deeply, somewhat akin to therapy, but is more positive than therapy. Recreation is pointed less toward the correction of a disorder than toward the elevation of the quality of living. It is a positive in its value. It gives satisfaction through the exercise of talents, akin to that obtained from creative work. At the same time, the exercise of talents strengthens and increases them and heightens the potential satisfaction derived from their exercise.

Dr. Stevenson

The distinctive quality of recreation is its permissiveness. It cannot be forced, as can one's vocation, although it shares with the best of vocation the element of spontaneity. It emerges from a talent or drive within the individual because it is spontaneous and not forced. Recreational activity is tied in closely with the talents and cravings of a person. The very fact that this tie-in is unconscious is a guarantee of its reality. It is not subject to the errors of design. Recreation is thus in the best sense integrating. If, for example, it involves large muscle activity, it makes the functioning of these muscles an integral part of the goals and interest of the individual. In contrast with this integration is the awkward individual who has never become comfortable in the presence of activity of these muscles. The same is true of small muscle, sensory and ideational functioning in recreation. Recreation may be therapeutic, but that is a by-product. Its goal is not therapy and its therapeutic value is apt to be greatest when the person is least conscious of its therapeutic influence.

Recreation, far from being dispensable in times of crisis, is more important than ever. Crises tend to stiffen one's defenses. They make one conservative. They stifle experiment and exploration. They induce reaction and reversion to less matured patterns of behavior which may be random and aimless in form, if not disintegrated or disorganized, as "jitters." Recreation holds the individual together, keeps him "acquainted" with, and gives him a feel for, his powers and preserves the wholeheartedness of effort which reflects good internal integration. Since play involves activities which are often quite different from those used in one's job and domestic responsibilities, it tends to increase perspective. One way in which every citizen can aid in civilian defense is to shockproof himself through play. It will not only serve him well, but because demoralization is contagious, it will favor his neighbor as well. Recreation is not killing time: it is an essential of effective living for everybody.

DR. GEORGE S. STEVENSON *is the medical director of the National Association for Mental Health, New York, N. Y.*

EXECUTIVE and BOARD RELATIONSHIPS

RECOMMENDATIONS defining the functions of the recreation board and its administrator, and suggestions for board procedures, were prepared by a workshop group at the 1950 Midwest Recreation Executives' Conference. These recommendations, which, in part, were based upon a statement worked out at the 1949 fall conference of the Illinois Recreation Association, should help in developing better relationships and attitudes between recreation board members and executives. The recommendations, as approved by the workshop group, are as follows:

The functions of the recreation board:

1. To formulate policies and objectives for the guidance of the administrator and to follow through to make sure that policies and objectives are carried out.
2. To employ a qualified administrator to execute those policies.
3. To determine sound financial practices and controls.
4. To determine criteria and to evaluate the entire program in relation to the needs or requirements of the community.
5. To establish regular monthly meetings with fixed time and place. Minimum deviations from the schedule should be the rule.
6. To keep informed in all matters pertaining to recreation. Observance of other community recreation practices is also a medium for growth in recreation.
7. To act as a liaison between the executive, other governmental agencies and the public.

The functions of the recreation administrator in relation to the above functions of the board:

1. To effectuate the policies of the board.
2. To prepare budgets, reports, personnel recommendations, program plans and whatever other information is required by the board to keep it well-informed.
3. To act as liaison between the board and the citizenry and other public agencies; also between the board and its employees.
4. To institute a program of in-service training designed to improve the services of the recreation staff, professional or volunteer, in performing their duties.
5. To interpret the policies and actions of the board to the public in a favorable and intelligent manner.

The committee expressed the feeling that all recreation boards should be nonpartisan, pointing out that in recent years public opinion has prevented political pressure from dominating the services of the recreation agency. This relates to situations wherein new city administrations take over the reins of outgoing administrations as well as to those communities wherein the administration succeeds in maintaining its favor with the electorate.

It is recommended that, when possible, the board should be divided into functional committees, but such committees should be established to study policy rather than to carry on administrative functions. While the practice of having a permanent advisory committee to the board is not to be recommended, it is the feeling that frequent consultation with experts in various fields can help the board in solving special problems.

The recreation board should have rules and regulations to govern meetings and actions. The presiding officer should follow proper parliamentary procedure. Attempted domination of the board should be controlled by insistence on adhering to the bylaws, and/or state laws governing the board's actions. Annual reorganization or evaluation meetings, as a part of regular practice, are to be highly recommended.

The board should have a minimum of three members and a maximum of seven. It should not be mandatory that the membership include a woman. It is recommended that board members not be appointed to successive terms, but that good board members be appointed to serve again after an interval of one term.* A member of the school and the park boards should be included on the recreation board. Service as a member of a board should be considered a civic function, and board members should not receive remuneration, salary or financial compensation.

Motivation and the interest of the board are most important to the success of the department and the program. Good attendance can be maintained by skillful leadership and direction of the chairman and by keeping meetings brief and well-planned. The board should be kept active through the use of standing committees and written notice of important problems and should be given sufficient time to explore fully all issues.

The committee felt that future conferences should stress the study of problems of recreation boards in cities with city-manager forms of government.

*ONLY A *small majority of the workshop group felt that a board member should not succeed himself.*

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FOLK SONGS *as a hobby*

Dorothy M. Johnson

A PERSON with a hobby naturally tries to sell the idea to anyone else who appears to be a likely prospect. The enjoyment of mine involves a phonograph at times, and so I keep an eye out for candidates who may be willing to come over and change records while I sit back and talk learnedly (more or less) about what's on the records. For my interest is the study of English and American folk songs. I don't trek over mountain trails to dig them out in isolated settlements; I just enjoy what other people, with more patience and ingenuity, have already dug out.

For teachers, I recommend folk-song study. It's a scholarly pursuit: some of the songs still extant are offshoots from ancestors at least three hundred years old. The people who loved these songs and passed them along through the generations were not scholars; they were, for the most part, illiterate. They simply wanted entertainment or vicarious romance and adventure or to pass the time while they worked. Some of them were rich and royal; most of them were poor. The songs they sang, passed along through oral tradition, seem to bring those past generations closer to us.

My pursuit of this study takes in both books and phonograph records and involves some simple musical instruments as well. It wasn't expensive in the beginning; but lately I have stopped buying folk-song books, no matter how alluring they sound. The classic collections are mostly out of print, obtainable only through rare-book dealers. If you can stay away from the footnotes in other books, you won't be tempted in this direction.

It's really the footnotes that get you. You find out what a folk song is, and that a traditional ballad is a folk song that tells a story. You find this discovery disconcerting when you compare definitions. Then you find yourself questioning the opinions of scholars on such fine points as communal origin, and you delve into other books to find out who is probably right. When you chase down the fine-print references and want those books, too, the thing can cease to be a hobby and can become an extravagance.

Then there are the records. I have about two hundred now and am still shopping. When I discovered that I had four versions of *Cruel Barbara Allen*, I became more watchful of the contents of alluring record albums. Once a month I decide never to buy another: but, at this writing, I am pining for *Sir Patric Spens*, *Kitmont Willie*, and *The Wreck of the Old 97*.

This business becomes highly personal and hard on the blood pressure. When you trace one verse to several apparently unrelated folk songs, you are jubilant. When a radio announcer casually calls some Tin Pan Alley hillbilly concoction a folk song, you are justifiably enraged. One of the identifying points about a folk song is that nobody knows who made it up. Another is that the song was for many years passed on orally from one person to another, not written down. *Oh, Susannah*, for example, fits this second specification but not the first, because we know that Stephen Foster wrote it.

You get all excited about identifying traditional ballads; they are folk songs.

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but they tell a story. *Frankie and Johnnie* is one; so are *Casey Jones, Cruel Barbara Allen,* and *Cowboy's Lament.*

The study doesn't have to be passive. Most of the newer collections include music as well as words. Many English folk songs are splendid for reading as poetry, but the native American product doesn't stand up alone without the music. When I bought Sandburg's *The American Song Bag,* I had to hunt up people who had pianos and would let me pick out the tunes. This led to complications. Tiring of searching for pianos, I bought an ocarina (polite name for the shapeless and simple musical instrument more often called a sweet potato) and, to the dismay of my neighbors, learned to play it in order to find out what the music in the book sounded like. But an ocarina has a range of only one octave; so I bought a recorder (also called a block flute), because that has two octaves, and learned to play that—after my fashion.

There is a great deal of creative satisfaction in learning a new skill. It was good for my morale but hard on my neighbors. From the recorder I almost went on to an accordion, but my family convinced me that a three-octave pump organ would do just as well. (Estey makes these for children, but grown people can play them by sitting far enough back to allow room for the knees. The prewar price was twenty-five dollars.) Now my three-octave baby organ has been replaced by a full-grown mahogany parlor organ dating from early in the nineteenth century.

The trouble with this rather impressive instrument is that my musical education, mostly self-inflicted, doesn't extend to playing two-handed. The advantage of instruments into which I have to blow is that I can't sing at the same time.

Other people may collect stamps and buttons but just show me, I demand, a stamp or a button that will *do* anything. Long-suffering friends will look at them if forced to do so, but only collectors get enthusiastic.

Folk songs, I maintain, provide the ideal hobby. The collector, in his hours of solitude, can study his books and fume about his footnotes. I have an imposing cross-index card system that probably will drive me mad.

The collector, when his friends come over, can play records and drop learned remarks about the incremental-repetition theory as exemplified in *Hangman, Hangman, Slack Your Rope,* or explain what's remarkable about *Jesse James* and *The Boll Weevil Song.* (What's remarkable is that in the two last ballads the author identifies himself within the ballad. In the former, "This song it was made by Billy Gashade"; in the latter, the originator was "a black-skinned farmer with a pair of blue duckins on.")

If the collector's friends are musical, or even if they only think they are, they will enjoy singing folk songs and will discover to their delight that they have known a lot of them all along. There will be sprightly arguments about which version is "right," and a soothing answer from the collector that every version is right. Folk songs were, until modern civilization overwhelmed them, passed along orally and anybody could add or change anything he pleased. "The little old log cabin on the claim" turns up sometimes as "the little old sod shanty on the plain," and both are right.

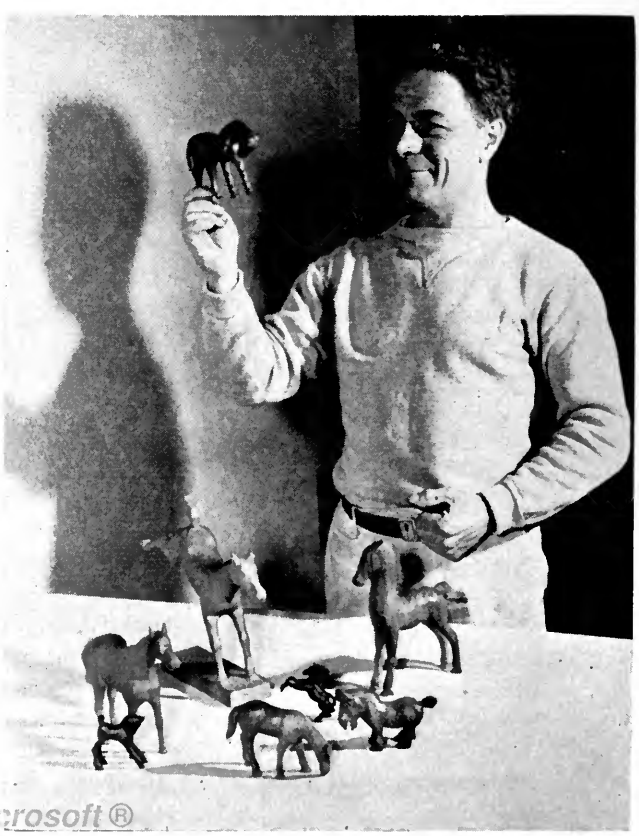
Just show me a valuable stamp or a rare button that can make music, start arguments and get you into trouble with the neighbors, and I'll consider changing my hobby.

WIN, PLACE or show

George Wilkins, carpenter at the Dobbs Ferry, New York, plant of North American Philips Company, Incorporated, has a hobby horse—excuse please—he has a horse hobby.

It all began in 1937 when George fell and broke his back. During convalescence he much preferred jackknife carving to knitting to while away the four years he was confined to bed.

He loves horses and his collection now includes racing breeds, mares and their colts, high kickers and plugs, fashioned from teakwood, black walnut, white pine and maple.



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HOW WE DO IT

Visual Aids In Bowling

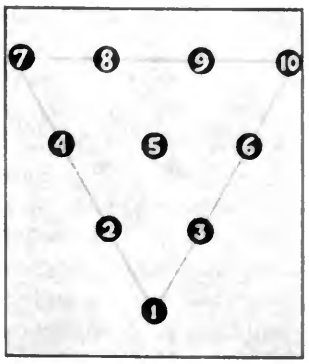
In our bowling classes at Stephens College, the girls were having trouble in putting angle on their bowling shots. A lot of alley was going to waste and corner pins were staying put. They also were having difficulty in picking up combinations and splits which were left standing after their first ball had been thrown.

The instructor took her problems to the visual aids department which made a series of eleven illustrative charts (five of which accompany the article) to be strung up in the alley in full view. The first chart numbered the pins in their correct position; another showed the line a hook ball takes towards its destination; others indicated the direction of the ball as it picks up common splits and spares. To the girls these charts made sense. They found the one depicting their particular problem and worked from there.

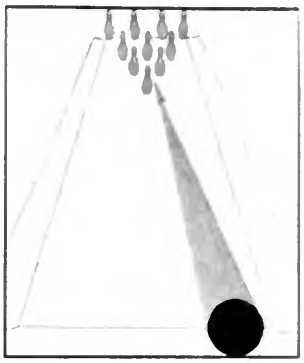
To supplement the charts, we have colored slides and a movie, "Fundamentals of Bowling," shown after a demonstration game and after the girls have rolled a few balls on their own. This is important, for the instructors have found that if the movie is presented before preliminary bowling, the girls enjoy it but learn little since they do not know what to look for nor understand the skill being demonstrated.

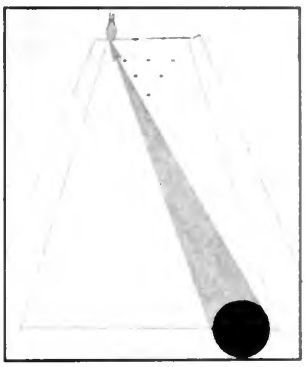
The chart and movie system at Stephens this past year, together with individual instruction, gave the students a background for more advanced play. The advanced bowlers, girls who do not enroll in the class but who bowl in dormitory tournaments, also profited from the charts. The student-faculty tournament was a highlight of the year.

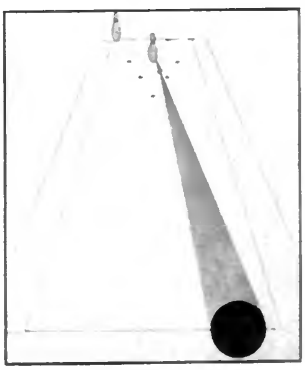
The bowling setup at Stephens is largely a matter of cooperation. Many other schools may easily follow our example. The charts can be made with little trouble and at little cost and the movie can be ordered as visual aids equipment.—*Wilma D. Haynes*, Stephens College, Columbia, Missouri.

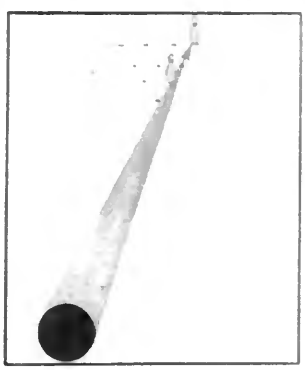


Know your pins


Straight ball


Hitting the 7 pin


Hitting the 5 and 7 pins


Hitting the 3 and 10 pins

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ping it to the ground and batting it on the first bounce over the net with an underhand swing. To be considered an underhand serve, the ball must be below the waist when struck. Only one attempt is permitted. In case the served ball hits the top of the net and goes over, it is a "let" ball and is served again. The server continues to serve as long as he scores points; when he fails to score, he loses the serve.

In the doubles game, the side serving at the start of the game has only one hand; when the first server is out, the ball goes to the opponents to be served. After this first inning, both players on each side serve in succession before the ball goes to the opponents; that is, when one player on the team is out, his partner serves.

Returning the Ball—The procedure is the same as in lawn tennis. Players are not permitted to step across the foul line during play.

Scoring—Points are scored only by the serving side. The serving side scores one point (1) when the opponents fail to return the ball over the net so that it strikes the ground within the opposing court; (2) when the opponents step over the foul line during play.

Failure of the serving side to return the ball, or stepping over the foul line, puts the server out.

The game consists of fifteen points. Two courts may be used with no differentiation between the service court and the playing court on a side.—*Leona Holbrook*, Brigham Young University, Provo, Utah.

Serve-Ball

Serve-Ball makes a good, elementary game in which to introduce the use of the volleyball and some of its elementary skills. It may be played upon a volleyball court or upon a similar area. Serve-Ball can be adapted to various facilities, age groups and sizes of groups, varying from four to twenty on a team. Game techniques of several sports are applied—such as the volleyball serve and a form of rotation; innings and teams in the field and at bat, using softball batting order; and a situation which provides children with an opportunity to practice their throwing and catching skill. To make the game move faster, the team at bat can line up in single file a safe distance behind the server.

The server tries to serve the volleyball into any one of the three scoring areas from a place outside the playing area. If the ball lands on the floor in the area marked "0," it is out; in the area marked "1," one point is scored; in the area marked "2," two points are scored; and in the area marked "3," three points are scored. The server not only tries to send the ball into the farthest area to make a higher score, but also serves the ball as fast as he can so that it is harder to catch. The fielders in their respective areas try to catch the ball before it touches the floor, thus putting the server out.

Rules

1. One team is in the field and one at bat.

2. The team in the field rotates one place following each out. Number 1 goes to the left back court.

3. The team at bat has three outs and then retires to the field.

4. The serving order on the team does not change. At the beginning of each inning, serving begins with the serve of the one next in order to the last one making an out.

5. The server serves from a place marked just outside the playing area.

6. The server has one turn. He either scores or is out (except as indicated in Rule 9). The server goes to the end of the serving line following his turn.

7. An out is made when: the ball is served in the area marked "0"; the ball is caught by a fielder; the server misses the ball; the ball is served out-of-bounds.

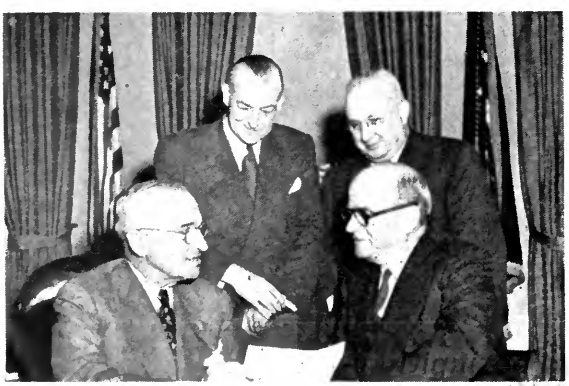
8. The fielder must catch the ball in his area; otherwise it is not an out and a score is made.

9. If a fielder blocks, but does not catch, the ball in the area marked "0," it does not count as an out for the server. The serve is taken over.

10. The ball scores wherever it lands in the playing court. However, if a fielder fumbles or knocks the ball out-of-bounds, the server receives the point value for the area in which the particular fielder plays.

11. The game may be set for any number of even innings.—*Orisa Lanan*, Northern Michigan College of Education, Marquette, Michigan.

United Defense Fund, Incorporated



(Left to right.) President Truman congratulates E. A. Roberts, Ralph Blanchard and Secretary of the Navy Francis Matthews, at the White House, on establishment of United Defense Fund, Incorporated. Mr. Roberts, president of Fidelity Mutual Life Insurance Company, is president of the UDF. Secretary Matthews is vice-president and Mr. Blanchard, executive director. Organized by the National Social Welfare Assembly and Community Chest and Councils of America, the new UDF is a federation of thirteen national agencies for the financing of their emergency appeals, similar to the national war fund of World War II. Services to receive support from the fund fall into two groups at present—those concerned with services to the armed forces, and communities congested by the national defense effort. The National Recreation Association is represented in both groups.

Just Around the Corner

Park and Recreation Week
May 27 to June 2

State, county, metropolitan and municipal park and recreation agencies can draw much favorable public attention to their facilities, services and needs by means of National Park and Recreation Week. Here is a project that dramatically presents to the public a composite picture of the vast resources for enjoyment, health and general welfare provided by these agencies in the United States and Canada.

Richmond, Virginia

Since its inception in 1949, many communities have staged effective demonstrations, exhibits and special events during Park and Recreation Week. Last year, for example, Richmond, Virginia, obtained the cooperation of Boy and Girl Scouts, Parent-Teacher Associations, American Legion posts, civic and businessmen's associations in order to prepare a varied recreation program for all age groups in the community. Under the direction of the Department of Recreation and Parks, talented Richmondites as well as professional performers participated in activities ranging from a spectacular water ski carnival and an exciting tennis tournament to family play days held on all of the city playgrounds and nature tours through the city of Maymont. Two local department stores, two sports stores, a bottling company and the state department of conservation and development helped pay for such events as concerts, ball games, picnics, puppet shows, a square set hoe-down, an Elizabethan theatre version of William Shakespeare's *Twelfth Night* and an American folk operetta. An estimated total of 111,150—including participants and spectators — enjoyed the observance.

Akron, Ohio

In Akron, Ohio, a mimeographed bulletin, "Do You Know the ABC's of Recreation in Akron?," was distributed in order to familiarize citizens with the history, administrative background, expenditures and essential needs of the recreation department. Another pamphlet, "Fun for the Family in Akron," gave an illustrative bird's-eye view of the year-round recreation program being offered.

In addition, during the celebration, tennis tournaments, baseball and softball games, band concerts, handcrafts exhibits and official speeches by the mayor, park and recreation executives helped to show Akronites the facilities and opportunities available.

Now Tell Us Your Story

Next year, we would like to be able to publish the story of how your community celebrated National Park and Recreation Week. Please tell us what special observance plans were made. What publicity was given to these events? How many people participated and how many spectators were attracted? What other agencies, departments or groups cooperated? What facilities were used?

These are but a few of the questions you will be able to answer so that other park and recreation leaders may profit from your experience.

Recreation Leadership Training Programs 1951

(*List continued from February* RECREATION)

DATE	LOCATION	FOR FURTHER INFORMATION
March 30-31	Mid-Continent Regional Park and Recreation Conference Faribault, Minnesota	Thomas Resac or Joe Grunz Faribault, Minnesota
April 5-7	Mountain Folk Festival Berea College Berea, Kentucky	Frank H. Smith Berea College Box 1826 Berea, Kentucky
April 9-13	South Central Recreation Workshop (Methodist) St. Luke's Methodist Church Oklahoma City, Oklahoma	James Taylor University Methodist Church Tulsa, Oklahoma
April 19-26	Ihduhapi Recreation Leader Laboratory Loretto, Minnesota	Box 491 Minneapolis 1, Minnesota
April 29 - May 5	Buckeye Recreation Workshop Congregational Church Cuyahoga Falls, Ohio	R. Bruce Tom Cooperative Extension Service Ohio State University Columbus, Ohio
April 30 - May 4	Northwestern Recreation Workshop (Methodist) Le Grande, Oregon	Harlan Jones, Chairman College of Puget Sound Tacoma, Washington
April 30 - May 5	Leisurecraft and Counseling Camp 4-H Memorial Camp Monticello, Illinois	Harold Halfyard Methodist Church Cisco, Illinois

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Recreation MARKET NEWS

Rolla-Hoop

"Designed for the playground; priced for the playground" are the by-words of the J. A. Brandt Company, P.O. Box 30, Steelton, Pennsylvania, manufacturers of Rolla-Hoop.

Directed towards reviving the old-fashioned pastime of hoop play, the Rolla-Hoop is sturdily constructed of

three-eighths-of-an-inch round solid steel, is twenty-four inches in diameter and zinchrome plated. A permanently-attached handle propels and guides the hoop along its way. This interesting piece of playground equipment sells for $9.60 per dozen and may be purchased directly from the maker.

Screen Scriber

Especially designed for lecturers, demonstrators and teachers, Screen Scriber is a new overhead projector which permits the speaker to face his audience and give a clear picture of any type of visual material he wishes to present. The price is $57.50 f.o.b.

A light beam from the projector is cast backstage, creating a brilliant image of the photographic transparency or drawing projected. The screen size of the image at fifteen feet is eight feet by ten feet and can readily be seen by an audience of twenty-five hundred. Another feature is the quick-focusing ability of the unit to suit the requirements of a small room or a large auditorium. Stereopticon slides and Kodachrome transparencies are projected with excellent definition; while the use of the accessory black-coated film permits the dramatic creation of drawings and diagrams made by the lecturer while he talks.

Screen Scriber is simple in operation; it can be set up for use in one minute and packed away as quickly. Weighing less than seven pounds, it is completely portable.

Bardwell and McAlister, Incorporated, of Burbank, California, are the manufacturers.

Speed Nuts

Hobbyists and other home mechanics may now take advantage of the unique fastening possibilities of Speed Nuts, manufactured by Tinnerman Products, Incorporated.

These fasteners are mailed in a tinker kit in popular sizes along with matching screws and bolts. Made of heat-treated spring steel, they may be

used to replace threaded nuts and lock washers on bolts and tap screws — in addition to serving more than one hundred other home repair and crafts needs. Once fastened, Speed Nuts stay firmly in place.

Costing one dollar, postage included, the tinker kits may be obtained from Tinnerman Products, Incorporated, Department 14, Box 6688, Cleveland 1, Ohio. Inside each kit is an order blank which may be mailed for Speed Nut refills in any quantity.

New Stereoscope

A lightweight, convenient stereoscope, small enough to fit into a pocket or purse, and providing educational entertainment for children and adults both at home and while traveling, is one of the new products of the Bakelite Division of the Union Carbide and Carbon Corporation. The new device, molded of sturdy Bakelite phenolic, weighs only four ounces and has no moving parts to get out of order. Available from Stori-Views, 3312 Lindell Boulevard, St. Louis 3, Missouri, it sells for about $1.50.

Cards bearing the stereoscopic transparencies in full colors, showing a wide variety of nature, travel and Bible scenes and bearing printed descriptions of the scenes, sell for fifty cents for a set of six scenes, two dollars for an album of twenty-four, and one dollar for a set of twelve fairy tale scenes illustrated with specially-created puppets.

RLM Lighting Check List

Publication of a new, four-page bulletin, Number 1050, containing a complete listing of all RLM manufacturers and the certified lighting equipment made by each, is announced by the RLM Standards Institute, 326 West Madison Street, Chicago 6, Illinois. Described as "an indispensable aid to everyone who buys, sells, recommends or specifies lighting equipment," copies of this bulletin are available without charge from the institute to recreation, commercial and industrial executives, architects, lighting specialists and others.

Feature of "How to Specify RLM Labeled Lighting Units" is a well-organized, easy-to-use chart which enables the reader to determine quickly: 1) whether or not a certain size and type of lighting unit is RLM-certified; 2) the names and addresses of all manufacturers who make RLM-labeled units of the type and size desired; and 3) those lighting units not yet certified, but in the process of being inspected and tested by the electrical testing laboratories.

W. C. Sutherland

PERSONNEL

Job Situation

In general, the demand for professional workers was stronger in 1950 than for the preceding year. There was continued difficulty in finding recreation superintendents for the smaller communities. These positions require a variety of talents characterizing the administrator, community organizer, program supervisor and leader. Frequently the salaries in the small communities are not particularly attractive and the general working conditions are not always satisfactory. During the year, seventy-three per cent of the executive positions filled were in communities of twenty-five thousand population and under. Fifty-seven per cent of these positions were in communities of fifteen thousand and under. The shortage of personnel is increasing, resulting, in part, from the war situation. A few local workers have been called for military, necessitating replacements. Also, the increased demand for workers in such fields as hospital recreation has drawn off what otherwise might be a part of the personnel surplus. There is increasing evidence that more of our professional workers will be called soon for military service which will complicate the situations in many local communities.

Training

Training programs, in general, have been increased and intensified. More attention has been given to local in-service training programs, and several cities have provided special projects for apprentices. The number of colleges and universities offering recreation courses has increased. The training sessions held at the National Recreation Congress in Cleveland showed increased attendance over other years.

A National Conference on Graduate Training, held at Pere Marquette State Park in Illinois, has supplemented the National Conference on Undergraduate Training, held in 1948. The special committees for these two national conferences have been consolidated into a continuing committee which has, as one of its major objectives, the promotion of more local, state and regional training conferences. The purpose of these activities is the improvement of professional education and preparation for recreation leadership.

Recreation training courses in colleges leading to bachelor's and graduate degrees have increased considerably in recent years. It would be helpful to the recreation movement as a whole to have a record of the extent of these offerings.

A number of colleges have submitted information which has been kept up-to-date in the association's library. We hope that others will feel free to report new courses when they are introduced or advise when adjustments are made in existing curriculums.

The association would be pleased to receive not only the curriculum as it is printed in the school catalog, but also copies of individual course outlines when they are available. It is increasingly important to know more about the content of individual courses.

The colleges could help in another way, too, by keeping the association informed of the number of students graduating each year with undergraduate and graduate degrees in recreation. Our recruiting plans could be worked out more effectively with this advance information. New prospects should be registered two to three months prior to their availability.

Salaries

Salaries continued to increase during 1950. However, there is still room for improvement, particularly with reference to staff workers. Of the executive positions known to have been filled during the year the median salary was four thousand dollars; the range, three thousand to seven thousand two hundred dollars. One of the urgent needs for the future is the improvement of working conditions in general, including more acceptable salary standards.

Recruiting

With the decrease in the number of workers available, recruiting programs have been increased. Local departments will need to conduct more vigorous recruiting programs and their positions will need to be made more attractive in order to secure qualified and capable workers. There is increasing evidence that a definite relationship exists between the availability of workers with professional qualifications and the rate of pay in the field.

Recreation executives, other professional workers and friends of the recreation movement should continue to encourage qualified candidates to register with the association's recreation personnel service.

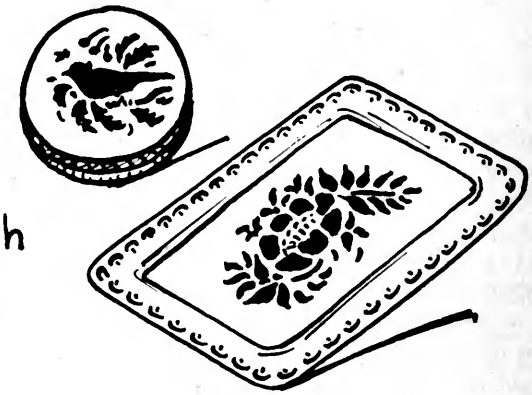
W. C. SUTHERLAND *is the director of the NRA Recreation Personnel Service.*

How To Do It! by Frank A. Staples

Make old tin boxes and trays beautiful and useful.

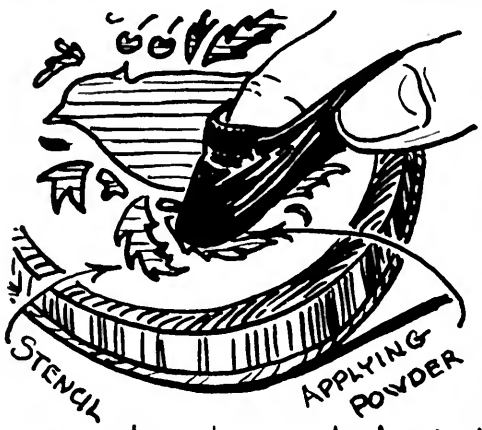
Materials needed -

Fine steel wool	Flat black paint
Nylon stocking	Clear varnish
Tracing cloth	Varnish brush
Razor blade	Camel hair brush
Velvet cloth	Silver powder
Velour	Gold powder



To Do It!

1. Draw design - Cut stencil - use razor blade or stencil knife.
2. Clean tin - use Oakite - strong solution in boiling water.



3. Paint two coats flat black.
4. To apply stencil - thin coat clear varnish using nylon stocking - when almost dry put stencil in place - apply powder using velvet on finger -
5. Remove stencil carefully.
6. Apply coat clear varnish after powder has dried twenty-four hours.
7. To give smooth soft finish to surface apply several coats of varnish - allow each coat to dry 24 hours - steel wool each coat lightly to remove gloss.

Note: Allow each coat flat black to dry 24 hours. Steel wool each coat flat black. Transparent oil color mixed with clear varnish can be applied over powder design after first coat of varnish. Velour is used as palette to hold powders.

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Ruth Garber Ehlers

CONVENTION "BREATHERS"

HOW OFTEN WE HAVE ENTERED the convention hall, or any other meeting, feeling fresh, rested and ready for "come what may." How enthusiastically we have greeted each new personality as he appeared on the platform to expound deep and pertinent facts. But just how long are we physically able to hang on to every word and apply its full meaning? This depends upon many factors—such as the chairs we occupy, our physical condition and the speakers' abilities to help us forget ourselves. Regardless of how important or impressive the speech, the brain can absorb only as much as the body can endure—hence, the following "lifesavers." These are short, simple devices for the recreation leader who is called to the platform to give the audience a "break," a "stretch" or a "breather."

1. A song with a "down-beat." (Audience standing.)

If arms should be rested while the legs are stretching, invite the audience to beat their own time to the music. Down, over, back and up if the tune calls for four beats. If arms are on the stiff side, a little urging from the leader will help everyone to relax and have fun "leading the singing." Remember—use an old, well-known song.

2. Balloon bat. (Audience standing.)

For a little action, turning, stretching and excited laughter, toss a few balloons to the audience. To the tune of *I'm Forever Blowing Bubbles,* members bat the balloons from one to the other. Penalize anyone who permits a balloon to touch the floor. At the end of the song, ask those who have the balloons to bring them to the platform. If there is time, ask them to participate in a funny stunt and give the audience a good hearty laugh.

3. Up-out-forward and down. (Audience standing.)

To the tune of *Anchors Aweigh* or a similar march, lead the group in the following exercise:

Arms up—eight counts.

Arms out—eight counts.

Arms forward, palms facing—eight counts.

Arms down, slapping thighs—eight counts.

Do not be satisfied with half-hearted response. Urge everyone to stretch to the limit in each direction.

4. Quiet relaxation. (Substitute for a cat nap.)

Ask the pianist to play soft dreamy music—*Serenade* by Franz Schubert; *Song of India* by Rimski-Korsakov; Anton Rubinstein's *Melody in F*; *Elegie* by Jules Massenet and so forth.

Ask the audience to stand, relax completely, close eyes, drop head forward and, as the music plays, roll head to the right. Then change and roll to the left. Ask everyone to face right. With eyes closed again, begin with the relaxing of the head, then shoulders, trunk, until the body is bending forward and down as far as possible, with arms dangling. Have them remain in this position for a moment or two.

Change the music to something more spirited—such as *Humoresque* by Anton Dvorak. When the music changes the mood, everyone lifts his trunk, then shoulders, then head to a straight, standing position, very slowly, then stretches his arms over his head as tall as possible. (If people yawn, it was very successful. This will completely rest them, if they let themselves go.)

5. Looby-Loo—singing-action song. (Audience standing.) Lead the group in this well-known singing-action song. Instead of moving in a circle, ask everyone to clap hands and stamp feet during chorus.

(Reference, *Twice 55 Songs with Music,* available from the National Recreation Association. $.25.)

6. Audience on parade. (March music—old-time tunes.)

If facilities permit, this is real fun and appreciated by a tired audience. It is used most successfully when chairs are in rows, with aisles at both sides of the room.

Directions: Ask the people in alternate rows to face to the right or to the left.

Everyone puts one hand upon the shoulder of the person in front of him. The leader goes down the outside aisle and to the back of the room until he is behind the last one in the line. They all march between the chairs until everyone reaches his original place.

This can be done with great success at banquets to raise the spirit curve and to give the guests a touch of gaiety. Inspire the guests to sing as they march to such tunes as *She'll Be Comin' Round the Mountain, The Old Gray Mare,* college songs and so forth.

Even the most dignified will enjoy this parade if the march is under control at all times.

Make a collection of similar entertaining and relaxing stunts to have on hand whenever needed: be an ever-ready recreation leader to come to the rescue of a tired and patient audience.

MRS. RUTH G. EHLERS *is one of the members of the leadership training staff of National Recreation Association.*

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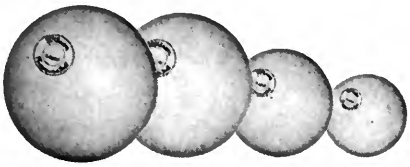

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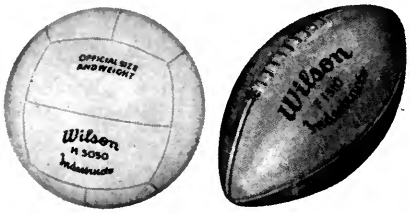

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SRA YOUTH INVENTORY, FORM A. Science Research Associates, Chicago, Illinois.

TELLING THE WELFARE STORY. State Committee on Children and Public Welfare, State Charities Aid Association, New York City, New York. $.50.

SIXTEEN SINGING CALLS, Rod La Farge. Rod La Farge, Paterson, New Jersey. $.50.

GARDEN STATE SQUARE DANCES, Rod La Farge. Rod La Farge, Paterson, New Jersey. $1.00.

HOW TO SQUARE DANCE, Rod La Farge. Rod La Farge, Paterson, New Jersey. $.25.

RECREATION AND LEADERSHIP MOVEMENT. Seventeenth Annual Report. Sydney, Australia.

IT'S WISE TO SUPERVISE, Alan Klein and Irwin Haladner. Canadian Camping Magazine Company, Toronto, Canada. $.50.

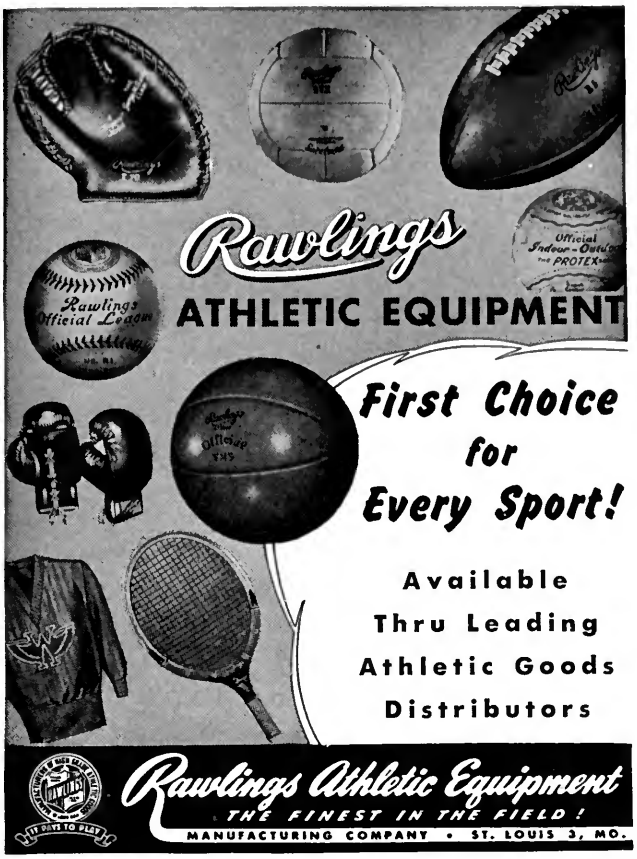
CANADIAN CAMPING, December 1950. Official Publication of the Canadian Camping Association, Toronto, Canada. $.25.

SKIING . . . HOW TO TEACH AND ORGANIZE IT, Ruth L. Elvedt. Burgess Publishing Company, Minneapolis, Minnesota. $1.00.

OFFICIAL DARTBALL RULES. Completely revised — 1950-1955. The Wisconsin State Dartball Committee, Milwaukee, Wisconsin. $.25.

COOPERATION IN FORESTRY. United States Department of Agriculture. Washington, D. C. $.20.

GOOD SCHOOLS DON'T JUST HAPPEN! Science Research Associates, Chicago, Illinois. $.10. 100 or more copies, $.05½ each. Single copies free to educators.



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By *John W. Bunn, Springfield College;* and *others*

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Ceramics for All

J. A. Stewart. Barnes and Noble, Incorporated, New York. Paper bound, $1.00; cloth, $2.00.

CERAMICS has suddenly become a very popular hobby, and amateurs are studying it both for fun and profit. This detailed, 150-page handbook contains all the essential information, plus many fine points that mean the difference between art and mediocrity. The chapters on firing, glazing and the kiln are particularly informative, and craftsmen will appreciate the plans for a home-made kiln.

Arts and crafts teachers in schools and community recreation programs, as well as amateur craftsmen, will find this book an important addition to a somewhat limited field — and will also be grateful for its reasonable price.

Power Tools and How to Use Them

W. Clyde Lammey. Popular Mechanics Press, Chicago 11, Illinois. $2.50.

Craftsmen and hobbyists will find many challenging projects in this guide to the selection and operation of home-workshop machines. Latest book in the Popular Craftsman's Library series, it features the practical approach to the basic power tools — including woodworking power tools, metal working power tools and many other lightpower machines which have been specially built for the home hobby room.

Some of the projects suggested are so simple that they can be constructed merely by following the clear step-by-step illustrations or the scale drawings and diagrams which decorate each page. Other projects are more intricately detailed to tax the skill of the seasonal craftsman, but also utilizing materials readily available.

Especially helpful, too, is the where-to-buy-it directory for all kinds of tools and supplies. In fact, everyone actively interested in toolcrafts will find this book a very handy addition to his reference library.

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RECREATION

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Tales for Telling, *Katherine Williams Watson*	December	1950	407
Treasury of Living, A, *Howard Braucher*	September	1950	208

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

March, April, May, 1951

HELEN DAUNCEY Social Recreation	Panama City, Florida March 5-9	Dr. R. L. Fairing, University of Florida, Gainesville
	Chattanooga, Tennessee March 19-23	James A. Madison, National Recreation Association, 315 Fourth Avenue, New York
	Richmond, Virginia March 26-31	L. E. Kibler, Assistant Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education
	Jefferson County, Kentucky April 2-5	Charlie Vettiner, Director, Jefferson County Playground and Recreation Board, Louisville 2
	Huntington, West Virginia May 28-31	Marvin A. Lewis, Manager, Cabell County Recreation Board, Field House
RUTH EHLERS Social Recreation	Bowie, Maryland March 5-9	Dr. William E. Henry, President, Bowie State Teachers College
	Chattanooga, Tennessee March 26-30	James A. Madison, National Recreation Association, 315 Fourth Avenue, New York
ANNE LIVINGSTON Social Recreation	Redding, California March 5-8	Merritt A. Nelson, Superintendent of Recreation, City Hall
	Long Beach, California March 12-15	Walter L. Scott, Director, Municipal and School Recreation, Long Beach Recreation Commission, 715 Locust Street
	Santa Monica, California March 26-29	Leonard F. Bright, Director, Department of Recreation, 1130 Lincoln Boulevard
	Pasadena, California April 2-5	Cecil F. Martin, Director, Department of Recreation, 1505 East Villa Street
	Burbank, California April 9-12	William F. Keller, Superintendent of Recreation, 111 West Olive Street
	New Orleans, Louisiana May 14-17	John Brechtel, Assistant Director of Recreation
	Corpus Christi, Texas May 21-24	William P. Witt, Superintendent of Recreation, Box 1622
	Fort Worth, Texas May 28-31	R. D. Evans, Superintendent, Fort Worth Recreation Department, Public Recreation Board, 215 West Vickery Boulevard
MILDRED SCANLON Social Recreation	King County, Washington March 5-22	Superintendent of Parks and Recreation, 608-A County-City Building, Seattle
	Vancouver, Washington April 2-5	Carl Gustafson, Supervisor of Recreation, Memorial Building
	Pocatello, Idaho April 9-12	Mrs. Orlean Hronek, 327 W. Carson Street
	Orlando, Florida April 16-20	Dr. R. L. Fairing, University of Florida, Gainesville
	West Palm Beach, Florida April 23-26	Dr. R. L. Fairing, University of Florida, Gainesville
	Fort Lauderdale, Florida April 30-May 4	Dr. R. L. Fairing, University of Florida, Gainesville
	Miami, Florida May 7-11	Dr. R. L. Fairing, University of Florida, Gainesville
	Tampa, Florida May 14-18	Dr. R. L. Fairing, University of Florida, Gainesville
FRANK STAPLES Arts and Crafts	High Point, North Carolina* March 5-8	Shore Neal, Superintendent, Park and Recreation Commission
	Amherst, Massachusetts March 16-17	Miss Ruth McIntire, Extension Specialist in Recreation, University of Massachusetts
	Grand Forks, North Dakota April 2-5	Homer D. Abbott, Director of Recreation, Board of Park Commissioners
	Yuma, Arizona April 16-19	Wayne Cunningham, Superintendent of Parks and Recreation
	Manhattan, Kansas April 24-26	Miss Mary Elsie Border, Assistant State Club Leader, Division of Extension, State College of Agriculture and Applied Science
	Wichita, Kansas April 30-May 3	Pat Haggerty, Superintendent of Recreation, 401 City Building
	Salina, Kansas May 7-10	David A. Zook, Superintendent of Recreation, 302 City Hall Building
	Niagara Falls, New York May 21-June 1	Myron N. Hendrick, Director of Recreation, City Hall
GRACE WALKER Creative Recreation	Warrenton, North Carolina March 12-15	Miss Anna M. Cooke, Supervisor, Negro Schools, Warren County, Post Office Box 26
	Chattanooga, Tennessee March 19-23	James A. Madison, National Recreation Association, 315 Fourth Avenue, New York
	Monticello, Illinois April 30-May 5	Harold F. Halfyard, Chairman, Continuation Committee, Leisurecraft and Counseling Camp, Cisco, Illinois
	Merom, Indiana May 7-12	F. L. McReynolds, Associate in Rural Youth Work and Recreation, Agricultural Extension Service, Purdue University, Lafayette, Indiana

* North Carolina Recreation Commission is participating in the sponsorship of this training course.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the course, content, registration procedure and the like, communicate with the sponsors of the courses as listed above.

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